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SCHOOL LIFE

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SCHOOL LIFE is the official journal of the United States Office of Education. Its purposes are: To present current information concerning progress and trends in education; to report upon research and other activities conducted by the United States Office of Education; to announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Budget.

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SCHOOL LIFE

Official Journal of the U. S. Office of Education

Volume XXVII • OCTOBER 1941 • Number 1

A Document for Study. With an awareness that schools, colleges, and other educational groups for months and even years to come will give thoughtful discussion to the statement signed by the President of the United States and the Prime Minister of Great Britain, SCHOOL LIFE herewith presents to such groups a copy of the declaration.

JOINT DECLARATION

Joint declaration of the President of the United States of America and the Prime Minister, Mr. Churchill, representing His Majesty's Government in the United Kingdom, being met together, deem it right to make known certain common principles in the national policies of their respective countries on which they base their hopes for a better future for the world.

First, their countries seek no aggrandizement, territorial or other;

Second, they desire to see no territorial changes that do not accord with the freely expressed wishes of the peoples concerned;

Third, they respect the right of all peoples to choose the form of government under which they will live; and they wish to see sovereign rights and self government restored to those who have been forcibly deprived of them;

Fourth, they will endeavor, with due respect for their existing obligations, to further the enjoyment by all States, great or small, victor or vanquished, of access, on equal terms, to the trade and to the raw materials of the world which are needed for their economic prosperity;

Fifth, they desire to bring about the fullest collaboration between all nations in the economic field with the object of securing, for all, improved labor standards, economic advancement and social security;

Sixth, after the final destruction of the Nazi tyranny, they hope to see established a peace which will afford to all nations the means of dwelling in safety within their own boundaries, and which will afford assurance that all the men in all the lands may live out their lives in freedom from fear and want;

Seventh, such a peace should enable all men to traverse the high seas and oceans without hindrance;

Eighth, they believe that all of the nations of the world, for realistic as well as spiritual reasons must come to the abandonment of the use of force. Since no future peace can be maintained if land, sea or air armaments continue to be employed by nations which threaten, or may threaten, aggression outside of their frontiers, they believe, pending the establishment of a wider and permanent system of general security, that the disarmament of such nations is essential. They will likewise aid and encourage all other practicable measures which will lighten for peace-loving peoples the crushing burden of armaments.

(Signed) FRANKLIN D. ROOSEVELT

(Signed) WINSTON S. CHURCHILL

With the

U.S. OFFICE OF EDUCATION

this month

Defense Training Organization

Commissioner John W. Studebaker has issued the following statement regarding the U. S. Office of Education Organization for the Administration of Defense Training Programs, Public No. 146, 77th Congress, 1st Session:

General Provisions

Acting under the supervision and direction of the Federal Security Administrator, Paul V. McNutt, and in accordance with regulations promulgated by the U. S. Commissioner of Education and approved by the President, the Commissioner is responsible for the administration of the U. S. Office of Education defense training programs provided for in the law referred to above. The Federal Security Administrator has appointed to his staff Col. Frank J. McSherry as Director of Defense Training with the responsibility, under the Administrator, for the supervision and direction of the defense training programs of the Office of Education, of the NYA and of the CCC Camps. Colonel McSherry is also Chief, Defense Training Branch, Labor Division, Office of Production Management.

Policy Making

As in the past, the general policies governing the operation of all defense training programs administered by this Office will be developed democratically through the utilization of our several advisory committees, and in terms of policies deemed by the Federal Security Agency and the Office of Production Management as being necessary or advisable. In the fields of vocational education and higher education, the Assistant U. S. Commissioner for Vocational Education, J. C. Wright, and the Chief of the Division of Higher Education, F. J. Kelly, respectively, together with the respective directors

of the programs, will assist the Commissioner in the formulation of general policies. When these general policies, including the bases for allotting funds to States and institutions, are approved by the Commissioner they will be administered by the directors whose names are shown below.

The directors are to be responsible for the development of appropriate operating procedures involved in the execution of the approved administrative policies.

Directors

The law provides that "the Commissioner may delegate to any officer in the Office of Education any of his powers or duties."

In the organization of the Office for the administration of defense training programs certain persons have been designated as "Directors" whose general duties are hereinafter described. The regulations promulgated by the Commissioner and approved by the President, describe the position of Director as follows:

"Director means the officer in the U. S. Office of Education acting under the Commissioner's supervision to whom he delegates powers, duties and functions and who is accordingly charged by the Commissioner with the chief responsibility for carrying out the particular defense training program involved. All delegation of powers, duties and functions under the Act is and shall remain subject to the right of the Commissioner to resume at his discretion any of the powers, duties and functions delegated."

In accordance with the law and the regulations I have appointed the following directors:

1. Engineering, Science and Management Defense Training Program, subdivision (3) of the act, R. A. Seaton.

(Dean Seaton has been known as Director of Engineering Defense Training Program since last November.)

2. Vocational Training for Defense Workers, subdivisions (1), (2), and (4) of the act, L. S. Hawkins.

(Mr. Hawkins has acted as Director of these programs since last March.)

3. Education and Training of NYA Project Workers, J. C. Wright.

(Along with his other duties Dr. Wright carried chief responsibility as Director of this program throughout last year.)

In brief, the duties of the directors are as follows:

- (1) Recommendation of policies for approval.

- (2) Formulation of outlines for institutional or State plans and the approval of such plans.

- (3) Approval of persons designated to represent the States and degree-granting institutions as directors of defense training programs.

- (4) Making necessary and appropriate contacts with government and non-government agencies involved in defense training.

- (5) Approval of budget estimates submitted by higher education institutions or by State boards for vocational education for operating the programs or for rental or purchase of equipment or for the rental of space, and certification of payments to be made to such institutions or State boards.

- (6) Recommendation of U. S. Office of Education staff personnel.

- (7) Operating a satisfactory system of reporting from the institutions and from State boards for vocational education.

- (8) Preparation of periodic reports for the Commissioner.

- (9) Auditing all accounts in institutions and State boards for vocational education.

- (10) Proposing any new activities which in their opinion will be helpful in the most expeditious and satisfactory administration of the defense training programs.

JOHN W. STUDEBAKER,

U. S. Commissioner of Education.

Inter-American Activity

In order to stimulate in schools of the United States the teaching of the geography, history, ways of life, language and culture of the other American Republics, the U. S. Office of Education is collaborating on a number of projects with the Coordinator of Inter-American Affairs, Nelson A. Rockefeller.

feber. As a result of such activity a list of teaching aids such as books, bibliographies, pamphlets, motion pictures, and radio programs is being prepared for distribution to teachers in schools in every section of the United States. The Education Committee of the Coordinator's Office is also sponsoring the preparation and distribution by the Office of Education of traveling exhibits of aids in the teaching of Central and South American subjects. The Office is making evaluations of instructional materials being used in schools throughout the country.

It has also prepared two new publications in the Inter-American field that are available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. The titles of these publications are: *Inter-American Friendship Through the Schools* (Bulletin 1941 No. 10) and *Hemisphere Solidarity* (Pamphlet 13, Education and National Defense Series).

General Advisory Committee

The General Advisory Committee to the U. S. Office of Education in regard to the further development of understanding and appreciation of the other American Republics is composed of the following persons:

- Arthur Scott Aiton, professor of history, University of Michigan, Ann Arbor, Mich.
- Edua Dean Baker, president, National College of Education, Evanston, Ill.
- Herbert E. Bolton, professor of history, University of California, Berkeley, Calif.
- Isaiah Bowman, president, Johns Hopkins University, Baltimore, Md.
- W. F. Cunningham, department of education, University of Notre Dame, Notre Dame, Ind.
- Sturgis E. Leavitt, professor of Spanish, University of North Carolina, Chapel Hill, N. C.
- Waldo Leland, director, Council of Learned Societies, Washington, D. C.
- Leo S. Rowe, director, Pan American Union, Washington, D. C.
- J. Carey Taylor, assistant superintendent, Department of Education, Baltimore, Md.
- Francis Spaulding, dean of school of education, Harvard University, Cambridge, Mass.
- Paul R. Hanna, professor of education, Stanford University, Stanford University, Calif.
- A. Curtis Wilgus, associate professor of Hispanic American History, George Washington University, Washington, D. C.

A conference of the General Advisory Committee to the U. S. Office of Education has been called by Commissioner Studebaker for October 10th and 11th, at the office of Education headquarters, Washington, D. C.

Information Exchange Widely Used

More than 100 summer schools and workshops in 32 States used material from the Information Exchange on Education and National Defense of the U. S. Office of Education during the summer months. More than 3,000 educators have examined this material collected from all over the United States on a variety of subjects connected with education and national defense.

With increased Inter-American emphasis in schools it is expected that the packets on Secondary Education for Inter-American Friendship and Understanding (IX-S-1) and Inter-American Friendship and Understanding in Our Schools (IX-G-1) will be of timely interest and value this fall. Some items in the field of secondary education on Canada are also available.

New Packets

Significant of the interrelation of education and the schools with many phases of the defense program of the Nation are the new packets compiled during the summer. These include:

- II-S-2. Understanding and Practicing Democracy in the Secondary School (Second packet of this title).
- IV-S-1. Aiding National Defense by Conserving Natural Resources (secondary education).
- I-S-1. Secondary Education for Inter-American Friendship and Understanding.
- I-H-4. The Role of the Junior College in the National Emergency.
- I-H-5. The Role of Women's Colleges in the National Emergency.
- XIV-H-1. Economic Problems and National Defense (higher education).
- III-G-2. Good Citizens Cooperate to Improve School and Community (secondary and adult education).

XII-G-1. Participation of the Negro in National Defense.

III-A-1. Defense Activities of State and Community Councils (with special reference to education).

X-A-1. Women and national defense (adult education).

Packets in the fields of elementary and higher education have had many recent programs and plans added as they have become available.

New Plans Welcomed

As teachers and schools use these Information Exchange materials they are asked to contribute any new ideas that they have worked out and have found helpful. In this way the packets can be revised and kept up-to-date. Practical and concrete plans on relating such subject fields as music, dramatics, and home-economics to national defense are particularly valuable.

A list of packets available for loan may be obtained free by writing to the Information Exchange, U. S. Office of Education, Washington, D. C.

Preparation for Service in the U. S. Government

In answer to many inquiries received by the U. S. Office of Education, the following information is presented in the hope that it will be useful to those interested in Government service:

The several departments, offices, and services of the Federal Government select officials and clerks for the permanent staff largely through the United States Civil Service Commission, Washington, D. C. For information regarding positions available and examinations for such positions, write to the Commission.

With respect to preparation for admission to service schools of the Government and regarding certain teaching positions any inquiries should be directed to:

1. The United States Department of State regarding preparation for positions in the Foreign Service.
2. The United States War Department, Office of the Adjutant General, regarding admission to the United States Military Academy at West Point, N. Y.
3. The United States Navy Department, Bureau of Navigation, regarding admission to the United States Naval Academy at Annapolis, Md.

4. The United States Treasury Department, The Coast Guard, regarding admission to the United States Coast Guard School at New London, Conn.

5. The United States Department of the Interior, Office of Indian Affairs, regarding teaching positions in Indian Schools.

The United States Department of the Interior, Division of Islands and Territories, regarding teaching positions in these areas.

6. The United States Department of Agriculture, the Forest Service, regarding training for positions in this service.

The United States Department of Agriculture, The Graduate School, regarding admission to courses of study.

Many of the leading universities and colleges have programs and courses of study related to the preparation of students for the different services indicated above including political science, law, education, economics, statistics, international law and relations, history, modern languages, English, etc.

College Defense Training

Widening of the sphere of activity of the engineering defense training program is emphasized in the appointments by U. S. Commissioner of Education, John W. Studebaker, of three additional members to the committee of engineering educators advising staff members of the U. S. Office of Education, on broad policies relating to the training of defense workers by the Nation's colleges and universities.

To conform with the broadened scope of this program its title is now changed from "Engineering Defense Training" to "Engineering, Science, and Management Defense Training."

New advisory committee members are Homer L. Dodge, dean of the Graduate School, University of Oklahoma; Clare E. Griffin, dean of the School of Business Administration, University of Michigan; and N. W. Rakestraw, professor of chemistry, Brown University.

Other members of the advisory committee who have served since last fall are Andrey A. Potter, dean of engineering, Purdue University (chairman); F. L. Bishop, secretary, Society for the Promotion of Engineering Education; R. E. Doherty, president, Carnegie Institute of Technology; Gibb Gilchrist, dean of engineering, Texas A. & M.; H. P. Hammond, dean of engineering, Pennsylvania State College; W. O.

Hotchkiss, president, Rensselaer Polytechnic Institute; R. S. McBride, consulting engineer, Washington, D. C.; Thorndike Saville, dean of engineering, New York University; C. C. Williams, president, Lehigh University; B. M. Woods, professor of mechanical engineering, University of California; and Allen W. Horton Jr., U. S. Office of Education (secretary).

Participation in college-level defense job training by qualified nonengineering institutions is authorized in Public No. 146, Seventy-seventh Congress, First Session, approved July 1, 1941. This provides \$17,500,000 to meet the cost of courses "designed to meet the shortage of engineers, chemists, physicists, and production supervisors in fields essential to the national defense."

The first Engineering Defense Training program was financed by a \$9,000,000 appropriation approved October 9, 1940, of which \$8,795,171 had been allocated by June 30, 1941. Under its provisions approximately 2,300 courses have been set up for over 130,000 trainees by 144 engineering colleges in 47 States, the District of Columbia, and Puerto Rico.

Instruction under both the Engineering Defense Training and the Engineering, Science, and Management Defense Training programs is given without charge to persons with the necessary educational qualifications who are employed or employable in defense work.

Application for admission should be made directly to the institution giving the course desired. An extensive summer program has been under way in over 90 percent of the Nation's engineering colleges, and will be supplemented as rapidly as possible in the newly authorized fields.

Receives Appropriation for Radio

Commissioner John W. Studebaker has announced that the establishment of a permanent Radio Division in the U. S. Office of Education has been authorized by Congress. Except for the period when the services of a Specialist in Radio and Visual Education were de-

voted in part to radio a number of years ago, the U. S. Office of Education's radio activities have been financed largely from emergency WPA funds and from the resources of the FREC.

After considering the proposals recommended by the Bureau of the Budget, the House Appropriations Committee, in its report, said, "The increase in salary appropriations this year for the Office of Education is largely for the expansion of activities of the radio service that is engaged in compiling, indexing and disseminating radio scripts for distribution in educational channels throughout the country. There is a very large interest in these educational scripts in high schools and colleges throughout the country, and it is essential that there be one clearing-house to which interested parties may apply in order to obtain the loan of the scripts for educational broadcasting. The radio unit is, in effect, a library service."

In commenting about plans for the new division, Commissioner Studebaker explains that first efforts will be concentrated on expansion of the Script and Transcription Exchange services.

Contrasts Fascist and Democratic Education

Review and contrast of education trends in Germany, Soviet Russia, Italy, and the United States during the last 20 years is presented in a new publication of the U. S. Office of Education.

This pamphlet, *Education Under Dictatorships and in Democracies* (No. 15, Education and National Defense Series), is based on first-hand study of Italian education by its author, Dr. James F. Abel, Chief, Division of Comparative Education, and on continuous studies of foreign educational systems by the staff of the Division of Comparative Education.

This is one of a series of more than 20 publications being issued by the U. S. Office of Education under the general title, *Education and National Defense*. (See back cover of this issue of SCHOOL LIFE for announcement.)

The Education of Free Men in American Democracy

by John W. Studebaker, U. S. Commissioner of Education

★★★ During the past 5 years the Educational Policies Commission of the National Education Association and the American Association of School Administrators, created in December 1935, has issued five important pronouncements on guiding policies for American education under the series heading Education and American Democracy.

The most recent statement to appear, entitled "The Education of Free Men in American Democracy," like its predecessors, is deserving of and will no doubt receive wide reading and careful study by teachers, school administrators, and laymen alike. Prepared for the Commission by Dr. George S. Counts, professor of education, Teachers College, Columbia University, the book is stimulating and searching in its analysis of the contribution which education alone can make to the defense and achievement of human freedom.

After briefly reviewing those hopes for a brave new world which followed upon the First World War, the author traces the steps by which despotism has again become rampant in the world. While discounting the idea of inexorability in human affairs, and giving expression to a reasoned faith that liberty and human dignity will inevitably triumph over despotism and human debasement—he feels that it is imperative that education play its part in "the building in all haste of powerful spiritual ramparts for the defense of the democratic faith."

Six Fundamental Beliefs

This democratic faith is defined by Dr. Counts in terms of six fundamental beliefs:

1. That the individual human being is of surpassing worth.
2. That the material earth and human culture belong to all men.

3. That men can and should rule themselves.

4. That the human mind can be trusted and should be set free.

5. That the method of peace is superior to that of war in the adjustment of differences and disputes among men.

6. That racial, cultural, and political minorities should be tolerated, respected, and valued.

The author is convinced that military and economic preparedness are probably the easiest part of the task of defending democracy in today's world. It is in the building of the spiritual ramparts of democracy that we face the more difficult task. Says he, "Democracy exists only in the patterns of behavior, feeling, and thought of the people. Let these patterns be destroyed and democracy is destroyed. And they will be destroyed if they are not acquired anew by each generation, required by the complicated process of teaching and learning." Hence the author's insistence that the American people "should fashion an education frankly and systematically designed to give the rising generation the loyalties, the knowledge, and the discipline of free men."

Democratic Loyalties

The indoctrination of youth with loyalty to democratic ideals is the first duty of free schools in a democracy. Here are the fundamental democratic loyalties which the author discusses:

1. The free man is loyal to himself as a human being of dignity and worth.
2. The free man is loyal to the principle of human equality and brotherhood.
3. The free man is loyal to the process of untrammelled discussion, criticism, and group decision.
4. The free man is loyal to the idea of the obligation and the right to work.
5. The free man is loyal to the idea of the supremacy of the common good.
6. The free man is loyal to the obliga-

tion to be socially informed and intelligent.

But loyalty to democratic ideals is not enough. Says the author, "The long history of mankind shows that free men again and again have lost their liberties simply because they did not know the consequences of the choices they were making or accepting." Hence the knowledge necessary for free men becomes a question of critical importance. Since we may not compass all knowledge, selection is necessary. The important question becomes: Who should select the knowledges to be communicated by the schools, and upon what principle should the selection be made? Dr. Counts suggests as the most important principle of selection relevance to the task of serving the cause of political freedom. Upon the basis of that criterion he discusses seven patterns of social knowledge which he believes to be necessary for free men:

1. Knowledge of the nature of man in society.
2. Knowledge of the history of mankind.
3. Knowledge of the long struggle to liberate the human mind and civilize the human heart.
4. Knowledge of the nature of the present crisis.
5. Knowledge of the weaknesses of American democracy.
6. Knowledge of the promises, the methods, and the achievements of the totalitarian movements.
7. Knowledge of the resources, achievements, and promise of American democracy.

Added to the knowledge and loyalty of free men must be a discipline which will sustain and fulfill the democratic faith. "Without discipline, loyalties, however deep and abiding, can avail but little; without discipline, knowledge, however precise and comprehensive, must remain ineffectual and sterile. It is in this domain, say the apostles of contemporary dictatorship, that the Achilles heel of free society is to be found. * * * To the champion of authoritarian rule discipline and liberty are contradictory terms. * * * To refuse to deal adequately and unequivocally with this problem (of discipline in a democracy) is to insure defeat and disaster."

Dr. Counts defines discipline as "the

putting of loyalties and knowledge to efficient use, the ordering of life in the light of understanding and toward the attainment of purpose. It involves the subordination of the near to the remote, of the present to the future, of the lesser to the greater good. It involves the restraint of the impulse of the moment, the regulation of desire, the postponement of satisfaction, the sacrifice of immediate comforts and pleasures, the choice of the harder way when the easier way is open." Admitting that both democracy and dictatorship are forms of social discipline the author points out that they rest back upon individual discipline.

In contrasting the slave discipline of dictatorship with the discipline of free men in a democracy, the author points out that "a serious danger in the present crisis is that the friends of democracy, in their haste to correct a possible weakness, may unwittingly thrust upon the American people the discipline suited to a totalitarian régime." "The educational task," says he, "is to achieve the degree of devotion to the general welfare that the totalitarian systems arouse toward the person of the dictator." While admitting that this is a slow and difficult process, the author believes that it can be achieved if the schools will address themselves to the correction of the following deficiencies widely present in American life and character:

1. A profound misunderstanding concerning the nature and imperatives of democracy.
2. Ignorance upon the part of the individual of social realities.
3. Lethargy and indifference regarding the general welfare.
4. Inordinate devotion to individual success.
5. Susceptibility to the arts of demagoguery.
6. The absence among the people of common loyalties.
7. The weakness of democratic convictions and loyalties.
8. A pervasive heritage from the past of undemocratic practices and dispositions.

Commenting upon the responsibility of the schools for a concerted effort to rear a generation in the discipline of free men, Dr. Counts says: "Opposing schools of thought on the question have

generally assumed that in the educative process, as in life, discipline and personal liberty are in conflict. But whereas the one has been inclined to identify education with discipline, the other has tended to associate it with liberty. * * *

"The first school of thought has believed that discipline must be imposed by an arbitrary and all-powerful authority; the second that it will develop from within in any properly conducted education. The former have believed that men must be disciplined before they can be entrusted with liberty; the latter that they must be freed from all restraining influences before they can achieve the discipline of freedom."

The author believes that both schools of thought have been in error, the first in believing that man is evil by nature and must be remade according to a pattern imposed by some external authority; and members of the second in assuming that man is good by nature and should be permitted and encouraged to develop in accordance with his own inner tendencies. Says the author, "The fact seems to be that man is neither evil nor good by nature but rather becomes evil or good, according to a given set of standards, as he grows to maturity in a given society or culture."

The discipline of free men cannot be achieved by subjecting the young for a period of years to the regimen of a slave. Neither can it be achieved by allowing the young to follow their own impulses and take over the process of education. It can be achieved only by living for years according to the ways of democracy, by rendering an active devotion to the articles of the democratic faith, by striving to make the values and purposes of democracy prevail in the world, by doing all of these things under the guidance of the knowledge, insight, and understanding necessary for free men. That this involves a highly complex and difficult process of learning is obvious. It requires a school environment and a school life organized deliberately to give boys and girls experience in democratic living—a school environment and a school life from which the obstacles to the achievement of democratic discipline are re-

moved. Above all, it requires the influence of a teacher who in his activities in both school and community practices the discipline of a free man."

In the last two chapters of *The Education of Free Men in American Democracy* the author deals with the difficult problem of freedom versus control in education. Says he, "The object of a system of school control is to insure the achievement of purpose and the maintenance through the years of the kind of program desired." After discussing the broad contours of democratic education in relation to modern society and culture, the author asserts that "the dilemma of public education in a democracy derives not from the pressure of minorities, embarrassing and dangerous though that may be, but from the unqualified exercise of authority by the articulate majority." "Political control over the process of intellectual and moral development suggests the negation of freedom," again says Dr. Counts. But if control must be lodged somewhere, then, where else than in the people, organized politically? Should control be vested in the church, the home, the professional educator? Dr. Counts rejects each of these controls and argues for control by democratic government, self-limited in the interest of protecting "that integrity of person which is perhaps the most distinctive characteristic of the free man and without which education cannot serve democratic purposes." Dr. Counts' thesis respecting this perplexing question of the control of democratic education is, in summarizing, that "the control of such a program must express a delicate adjustment among agencies of government, the profession of teaching, and the people."

The final chapter is devoted to a listing and discussion of the appropriate division of responsibilities between government, the educational profession, and the people in the control and direction of democratic education.

Government should—

1. Establish a special authority for the general conduct of the public school.
2. Provide generous and sustaining financial support of the educational undertaking.
3. Insure the broad, thorough, and democratic training of the teacher.

4. Safeguard the integrity of the teacher.

5. Refuse deliberately to make full use of its own power over the school.

The teacher should—

1. Maintain a steadfast loyalty to the democratic faith.

2. Achieve and sustain high professional competence.

3. Participate actively and intelligently in shaping educational policies.

4. Establish and maintain a condition of mutual trust, understanding, and sympathy with the people.

The people should:

1. Achieve a more adequate understanding of the nature of democratic education.

2. Guard public education against attacks from powerful and interested minorities.

3. Establish and maintain a condition of mutual trust, understanding, and sympathy with teachers.

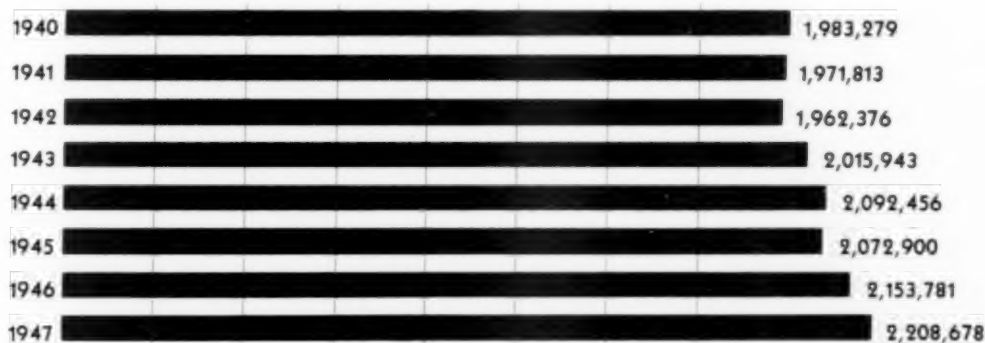
Need for Swift Moral Awakening

The book concludes with this stirring paragraph emphasizing the need for a general and swift moral awakening of the whole people to meet the menace of the new despotisms:

If the new despotisms should triumph in the Old World and divide the earth among a few great military states, the position of democracy in America clearly would be in dire and lasting peril. But even if those forces should be vanquished in the terrible struggle now unfolding, even if the new despotisms and everything for which they stand should be overcome, the crisis of democracy would continue in acute and threatening form. It would continue until those conditions which have bred the totalitarian movements have been removed—the instability of economic institutions, the failure to utilize in the common interest the advances of science and technology, the widespread sense of insecurity and uncertainty, the feeling of frustration among the youth, the fear of war and national aggression, the inequalities and injustices among classes and peoples, the severe discrepancies between the ideals and practices of democracy. To meet the current threat of the dictatorships from abroad and to remove the underlying conditions encouraging the growth of despotism at home will require a deep and sustained moral awakening on the part of the American people. From this awakening, government, the teacher, and the citizen should derive inspiration and unity of purpose in the control and direction of the entire educational undertaking.

Schools and the Birth Rate

by Emery M. Foster, Chief, Division of Statistics



Number of children age 6.



The recent announcement of the Division of Vital Statistics, Bureau of the Census,¹ "U. S. marriages reach all-time high: 1941 birth rate estimated at 18.5," raises the question of how these conditions affect the schools.

The marriage rate for 1940 is the highest since 1920 and the birth rate for the first 4 months of 1941 indicates that the 1941 rate may be the highest in 10 years. In general it has been increasing since 1933.

The marriage rate for 1940 is 11.8 per 1,000 of total population. In 1920 it was 12 per 1,000 of population. If the birth rate for 1941 is 18.5 per 1,000, it is the highest since 1930 when it was 18.9 per 1,000. In 1933 it was only 16.5.

The relatively small number of children born in 1933 should have entered school in 1939. The children born in 1934 furnished about 79,000 more (age 6) to enter school in 1940 than had entered in 1939.

This fall (September 1941) about 11,500 fewer children become age 6 than last fall and similarly in 1942 about 9,400 fewer than in 1941.

The fall of 1943, however, will see 53,600 more children ready for school than in 1942, which will compensate for the losses in the previous 2 years. Again in 1944 about 76,500 more children become age 6 than in the previous year.

¹The Registrar, Department of Commerce, Bureau of the Census, July 14, 1941.

In September 1945 there may be another decrease of 19,500 but this will be wiped out by an increase of 80,900 entering school in 1946. Present indications are that there will be another increase of 54,900 entering in September 1947 if the birth rate for the first 4 months of 1941 continues throughout the year.

This will mean that in the fall of 1947, the Nation as a whole will be providing for 225,500 more pupils beginning in the first grade than in 1940, an 11 percent increase.

It should be remembered that the total enrollment in the first grade is affected not only by the number of new pupils but also by the old ones returning to repeat the grade, because they are not yet prepared to do second grade work.

As the high marriage rate in 1920 was due to the demobilization of the World War army, the marriage license officials believe that the high 1940 rate is due to the selective service and the increased economic prosperity.



Archivist Resigns

President Roosevelt accepted, effective September 15, the resignation of Dr. R. D. W. Connor as Archivist of the United States. Dr. Connor resigned to take over the new chair of American history and jurisprudence at the University of North Carolina.

Pause . . . and reflect

Life Marches On

The increasingly heavy air attacks upon this country, culminating in the mass raids upon London (which have exceeded in extent but not in intensity those upon other areas), have naturally tended to rivet everyone's thoughts upon the incidents of the present moment. It is indeed difficult not to think exclusively in terms of bombs and aeroplanes and anti-aircraft guns and searchlights; but to allow oneself to do so is to lose just that sense of proportion which is above all things essential in time of crisis.

Whatever the horror and desolation of the moment, life marches on, indomitable and unconquerable, its face towards the future. Peace will inevitably return to the earth, and the sword will again be beaten into the ploughshare; but, as we of the older generation know from bitter experience, and our young people realize from having grown up in the valley of the shadow of impending war, peace must be worked for if it is to be a reality, and not merely an uneasy interlude between two wars. We shall not obtain true peace after this war unless we strive for it might and main, unless we create in the minds of men not only a burning desire for peace but also a clear idea of its constituents, and of the ways in which it may be established and preserved. This demands spiritual vision, moral integrity, and intellectual honesty—all of the highest order.

The Teacher's Part

Upon the teacher, as guide, counsellor, and instructor of the young, devolves the gravest responsibility in this hour of Britain's crisis. It has always been our proudest tradition that the chief aim of the education we impart is the training of character. Now, if ever, is the time to vindicate that tradition. For the structure of peace can be erected only on the foundation of character. If we allow the children in our care to grow up myopic in vision, intellectually dishonest, and morally maculate, we betray our trust.

What then should we do? There are no set rules for the training of character, but only guiding principles. Foremost among these is, that character is trained by example rather than by precept. Our finest service can be rendered by never allowing our own vision to grow dim, by manifesting always and demanding from our pupils the most austere intellectual honesty, and by imposing upon ourselves the strictest moral standards. Few of us realize how lax we are in all these respects until we mercilessly analyze our thoughts, our words, and our actions. Now is the time for such analysis. By the mere fact of being teachers we become, through the minds of our pupils, in large part creators of the future. The implications of that thought must at a moment like this give the most feckless to pause to reflect.

—from the *London Times*



Schools and the National Defense Savings Program

by Maris M. Proffitt, Educational Consultant and Specialist in Industrial Education

★★★ In these times of political storm and stress throughout the world, when the principles of self-government are being challenged and the charge made that democracies cannot function efficiently and effectively in national emergencies, America looks again to the "Common Schools, the Hope of Our Country." The faith placed in the efficacy of our schools to perpetuate the principles of democracy is universally reaffirmed.

The schools of this Nation are therefore challenged to redouble their efforts in carrying out the specific purpose for which they were established, namely, the development of an intelligent citizenry capable of functioning in a form of government in which individual rights and individual responsibilities are delicately balanced.

Federal Agencies Cooperate

The trust reposed in the schools as having a genius for assuring the democratic way of life has been well founded over a long period of years. The schools as now organized constitute the public institution, created by the Government, for the education of all the people. They are, therefore, the greatest single agency for inculcating and disseminating the ideals of democracy and for teaching the practices to be followed in realizing them. Today, one-fourth of our population attends full-time, evening, and short-time courses; one million persons are engaged in giving instruction; and educational opportunities are provided in 275,000 schools. It is evident, therefore, that American Democracy has built itself a "Temple of Learning" to insure its own perpetuity. The welfare of our country is calling for the participation of the schools of the Nation in a service to develop an intelligent understanding and an active interest in the program of national defense and the ways and means of implementing it.

Two Federal agencies, the U. S. Office of Education and the Treasury Department, are cooperating to bring to the schools suggestions for participation in the program of defense that

QUESTIONS

What plans has the Federal Government for the participation of the public schools in the sale of stamps and bonds as a means of financing national defense?

What Federal agencies will be responsible for outlining and inaugurating the program for the participation of the schools in the sale of Government securities?

What are the objectives which the Federal Government desires to realize through the participation and cooperation of the schools in a program for the sale of Government securities for financing national defense?

How may schools obtain advice and assistance for efficient cooperation with the Government?

You may have other questions about the defense savings program. Dr. Proffitt gives answers to many such questions in his article on this page.

will be most effective for meeting national needs. The purpose will be to bring to the attention of the schools objectives to which they can contribute in large measure, to propose activities in which they may engage for the realization of the objectives, and to provide materials and aids that may be used in connection with instruction. The point of departure for the participation of schools in this general phase of the preparation for national defense is the *defense savings program* which is being promoted by the defense savings staff of the Treasury Department. It is with that staff that the Office of Education is cooperating in a plan to secure the effective services that schools can render for the attainment of objectives which are vital to the welfare of the country.

The defense savings program has three goals, each impressed with a social purpose which has collateral values to the raising of funds. One goal is the promotion of the national effort to preserve, protect, and defend the essence of the democratic way of life. This is felt to be of the highest consequence. A second goal is related to the problem of maintaining stabilization in price of commodities. During the condition of total national defense, with every available resource engaged in the most effective provision, both in time and quantity, for the production of weapons for the safeguarding of our Nation, there is bound to be a decrease in the amount of consumer's goods available for the peace-time satisfaction of the needs of the people. At the same time, there will be an increase in employment, and consequently in wages and income. Uncontrolled, this would lead to such an enlarged spendable money income, against a reduced amount of consumer goods available for purchase, that a dangerous rise in prices would result. The adoption of a systematic plan of savings by the masses of the people, such as presented by the purchase of defense bonds and stamps, would constitute a needed check upon the danger of a higher cost of living.

A third goal relates to economic stability. At the close of the present World War there will inevitably be a period of sharp economic readjustment. The spending for planes, tanks, guns, shells, and other elements of essential defense will come to an end. Millions of persons, now engaged in these productive enterprises, will then find the need for their services discontinued. There will be a period of transition in occupational employment that will entail losses in wages and earnings. The defense savings program is designed to afford a cushion for the shock of this change. The Government expects millions of Americans to build up, by patterns of continuous thrift and by

investment in the best asset in the world—United States stamps and bonds—financial backlogs by which they can maintain themselves as basically solvent citizens during the time of economic adjustment.

The two Federal cooperating agencies are more interested in securing the participation of the public schools in the understanding and encouragement of these goals than in having them become an outlet for the sale of defense securities. The controlling purpose of the Federal Government relative to the public schools and the defense savings program, is to aid the schools in the development and dissemination of an intelligent understanding of the effort for defense—why we have embarked upon this fight for the preservation of the freedoms that matter, how we plan this great enterprise for the common good, and what, especially, is the importance of the financing of the total effort. Subsidiary to this is the hope and expectation that pupils and their parents may participate in financing national defense. But the Government has no desire to coerce, solicit, or urgently influence the public schools of America to become sales agencies for bonds and stamps. The schools of the country are entitled to know that the fundamental purpose of the Government with reference to the sale of securities is to enable people to take part voluntarily because they wish to do so, rather than to exert any pressure upon them. Should some school or class, of its own free will, desire to cooperate with the defense savings program by instituting a plan for the purchase of bonds or stamps, it would of course be welcomed as a patriotic enterprise.

Instructional Aids

The Federal Government through the Treasury Department and the Office of Education plans to prepare and to furnish, for use by the schools, a series of publications providing texts and manuals for the purposes indicated above. These will include one publication describing the place of America in the changing world. This will give a picture of the present world situation; the assault of dictatorship against democracy; the assets of America, ma-

terial, human, and spiritual; the need for total defense of the values we hold and cherish; and the relation thereto of the program for financing the defense effort. Another publication will contain information about the naval and military forces of the United States and their equipment. It will also include a section on the means the Nation uses for financing these defense activities. A third publication will be devoted exclusively to a description of the methods used to finance defense activities. It will include an account of the details of taxation and the borrowing that is now being undertaken.

The Government also expects to issue a source book, which will be made available to every school library and classroom in the country. It will contain information about the natural resources of the United States, and will compare these with those of other great nations of the world. There will be included statistics on the productive capacity of American industry, agriculture, the labor supply, and other essential data on national assets—human as well as material. In addition it is planned that the source book will include, for ready reference, such items of historical pertinence as the Declaration of Independence, the Constitution with its amendments, Jefferson's First Inaugural, Lincoln's Gettysburg speech, President Wilson's moving utterances on the First World War, and recent speeches of President Roosevelt on the four freedoms and other important matters.

State and Local Organizations

In order that the total defense savings program may be brought directly to the people, there is being organized in each State and Territory of the Union, a State defense savings committee. As rapidly as possible there will be organized in each city and county a similar committee sponsored by the State committee. It will be composed of representatives of the local government and important community organizations. The committee will undertake the immediate task of enlisting the active aid of the various local agencies in the total program of defense savings. It will also be a source of in-

formation and assistance to schools, as well as other agencies, in planning and carrying on programs connected with national defense.

Availability of Materials

The various manuals, pamphlets, and source books which the Government has in preparation may be secured, when available for distribution, from the local county or city defense savings committee. This committee will have as an important member, either the superintendent of schools or some other local school official who will be intimately in touch with the availability of the Government publications and will know how to secure them. If at the time a school desires either information or materials, no local committee has been appointed nor any materials are available locally, a request should be sent to the State committee. Any question which cannot be handled in this manner will be transmitted to the Treasury Department or the U. S. Office of Education.

Relation to School Program

The purpose which the Government expects to accomplish through the participation of the schools in the national defense savings program is closely related to the purpose of the educational program of the public schools. Both are deeply concerned with citizenship. Training for citizenship is one of the cardinal general objectives of education. The objective of the defense program in the schools is a specific one coming as a subobjective under this general one. The defense program can readily be made an integral part of training given in citizenship by any school. It presents a highly desirable approach to such training through the use of a current question of universal interest.

Adaptability to Grade Levels

It is the desire of the Government that information on national defense will be included for instruction in all grade levels in which its introduction is feasible or can be made so through proper adaptation of methods

(Concluded on page 14)



EDUCATORS' BULLETIN BOARD



by SUSAN O. FUTTERER and RUTH A. GRAY, U. S. Office of Education Library

New Books and Pamphlets

Adult Education

A Guide to Materials for Teaching English to Refugees. Prepared by Fanne Aronoff, Gilbert Convers, and Nora Hodges. New York, Committee for Refugee Education, 1940. 36 p. 50 cents.

Emphasizes free and inexpensive materials usually available in quantities for this public service. The grade of the various items is indicated as being for beginner, intermediate, advanced, and teacher-reference.

Consumer Education

Read Your Labels, by Helen Dallas and Maxine Enlow for the Institute for Consumer Education. New York, Public Affairs Committee, Inc. (30 Rockefeller Plaza) 1941. 31 p. (Public Affairs Pamphlets, no. 51; Consumer Series, no. 21). 10 cents.

Shows the ways by which consumers can protect themselves against impure foods, drugs, and cosmetics.

Education for Family Living

Family Living and Our Schools. Suggestions for instructional programs. Joint committee on curriculum aspects of education for home and family living of the home economics department of the National Education Association and the Society for Curriculum Study. Bess Goodykoontz and Beulah I. Coon, cochairmen. New York, D. Appleton-Century Co., 1941. 468 p. illus. \$2.50.

Analyzes the need for guidance in family living and shows the school's responsibility in supplying such guidance. Stresses the curriculum aspects of the subject and describes successful programs and practices now in use in the schools—at all levels. Contains suggestions for enriching programs and improving methods.

National Defense

America Prepares for Tomorrow: the story of our total defense effort, by William Dow Boutwell, B. P. Brodinsky, Pauline Frederick, Joseph Harris, Glenn Nixon, Archie Robertson. New York, Harper & Brothers, Publishers, 1941. 612 p. illus. \$3.50.

Gives a factual account of all aspects of our national defense program, with information about our resources, human and material, and offers an overview of the ways they are being utilized for defense. An appendix contains the important documents which form the basis of the defense program, and a bibliography of the literature.

America, by David Cushman Coyle. Washington, D. C., National Home Library Foundation, 1941. 91 p. 25 cents.

A book for all Americans "about America meeting the challenge of Nazi aggression." Describes the position of the United States in the world today and stresses the necessity of defending our freedom. Written in simple, direct language that all may read and understand.

You Can Defend America. Foreword by the General of the Armies of the United States of America, John J. Pershing. Washington, D. C., Judd & Detweiler, Inc., 1941. 27 p. illus. (Address Moral Rearmament, care Judd & Detweiler, Washington, D. C., for information regarding distribution of this pamphlet.)

Emphasizes the fact that national character is the core of national defense and appeals to every American to place loyalty to America above party, class, race, and personal advantage.



Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the U. S. Office of Education on interlibrary loan follows:

AGNEW, LETHA A. The kinds and processes of mathematics a child needs to know in order to succeed in an eighth grade general science course. Master's 1940. Texas College of Arts and Industries. 60 p. ms.

ARMACOST, GEORGE H. High school principals' annual reports: a study of typewritten, duplicated, and printed annual reports of high school principals to the superintendent and board of education, and to the public.

Doctor's, 1940. Teachers College, Columbia University. 180 p.

BARTON, CHARLES E. An investigation of teacher load and teacher participation in outside activities of the white Washington junior high school teachers. Master's, 1940. George Washington University. 56 p. ms.

BISHOP, RUTH. Points of neutrality in social attitudes of delinquents and nondelinquents. Doctor's, 1939. University of Chicago. Psychometrika, 5: 35-45, March 1940. (Reprinted.)

BRANCH, RAYMOND B. A study of the vocational program of the Nottoway training school in relation to Negro farmers and 125 high school pupils. Master's, 1940. Hampton Institute. 37 p. ms.

BROWN, JAMES N. Educational implications of four conceptions of human nature: a comparative study. Doctor's, 1940. Catholic University of America. 139 p.

CARNEY, LEE T. A study of 49 high-school and junior-high boys who dropped out of school during the year January 1, 1938-December 31, 1939. Master's, 1940. Massachusetts State Teachers College, Fitchburg. 82 p. ms.

CUNNINGHAM, HARRY A. Material facilities needed in the training of intermediate grade teachers in science. Doctor's, 1939. Teachers College, Columbia University. 162 p.

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Four Immediate Objectives

In his inaugural address at the Sixty-third Annual Conference of the American Library Association at Boston, President Charles H. Brown proposed to librarians that the program for the coming year be one of studying together "the place of libraries in our educational system, considering the library as an educational medium, not so much for what we ourselves can contribute in our own special fields as for what we can accomplish by working together with other educational institutions and organizations."

The A. L. A. president outlined such a program as having four immediate objectives:

1. Improvement of the relationships between the various libraries of our local communities in order that we may more adequately satisfy the educational needs of the American people.

2. Improvement of the relationships between the local libraries and all local educational institutions and organizations in the hope of coordinating educational service.

3. Improvement in the integration of the use of the library with courses of instruction in schools at all levels in order that students may become accustomed to conducting their own investigations and embark early in life on a program of self-education.

4. The further development of a close relationship between national library groups and educational organizations.

The National Gallery of Art

by Katrina Van Hook, Assistant Museum Aide

★★★ Among the governmental buildings along Constitution Avenue in Washington, the new structure of the National Gallery of Art symbolizes a trend which has been slowly coming to the fore in our cultural life. Art has become something public and universal and is no longer raised on a pedestal for the admiration of a few. Enlarged and improved art departments in schools and colleges, publications of a popular nature with color reproductions, the WPA art program, the Treasury project with competitions for murals in public buildings throughout the country, are some of the contributing factors.

Wider publicity in connection with exhibitions in museums and especially at the fairs in Chicago, San Francisco, and New York has increased the familiarity of the public with the field. This trend was recognized by the late Andrew W. Mellon when he conceived the idea of a National Gallery of Art for this country. In order to form the nucleus of a national collection, he wished to give his own paintings and sculpture by artists of the past and offered to provide in the Nation's capital a building designed to exhibit works of art to the best advantage.

Congressional Act

By the act of Congress of March 24, 1937, the National Gallery of Art was established as a bureau of the Smithsonian Institution. Ground was broken in June 1937 and the building, designed in classic style by the late John Russell Pope, was completed in December 1940 by his associates Otto R. Eggers and Daniel P. Higgins. A large structure, 785 feet in length, it is of brick and concrete, faced on the exterior with rose-white Tennessee marble. In the center is a dome with classical porticoes on either side, flanked by two long wings. The dome covers the interior circular entrance

hall, the rotunda, which was modelled after the Pantheon in Rome. The wings are windowless, since the lighting for the galleries is entirely from the top through the glass roof. Large floodlights placed above the glass ceilings of the galleries supplement natural daylight whenever necessary.

On the evening of March 17 of this year, the President of the United States accepted the National Gallery and its collection on behalf of the country. The following day hundreds of people were waiting on the steps for the doors to open. They entered first the rotunda with its circle of dark green Italian marble columns. They paused to look up at the bronze figure of Mercury, poised over the large marble fountain in the center of the hall, a sculpture designed originally for a fountain by Giovanni Bologna, the sixteenth century Italian sculptor.

Visitors then passed into one of the long halls off the rotunda and entered the galleries devoted to the paintings. The proportions and decorative treatment of the galleries vary according to the works of art on display. Many rooms are small and intimate while some are large and formal. Early Italian paintings are hung against plaster walls; figured brocade is used as a background for later Italian paintings, oak for the large Flemish and Dutch oils, and painted wood paneling for the English and Colonial American art. Comfortable couches placed in the galleries aid in dispelling museum fatigue. At either end of the building are refreshing garden courts with plantings of ferns, palm trees, and flowers as a setting for the sculptured fountains in the center.

In the Gallery's collection as a whole, 150 works of art belonged to Mr. Mellon. These were augmented by Samuel H. Kress with a large and important gift numbering almost 400 paintings and sculptures by Italian artists. Ellen T. Bullard and three anonymous

donors presented a group of more than 300 prints. Chester Dale loaned some of his paintings by early Americans and in the fall will lend 22 French nineteenth century canvases. Thus, as Mr. Mellon had hoped, his own gift has served as a nucleus added to by others interested in the fine arts.

There is excellent opportunity to trace the development of Italian art with examples ranging from the thirteenth century up to the eighteenth century. Among the outstanding pictures is the high Renaissance painting called the Alba Madonna, by Raphael. In the possession of the Dukes of Alba in Spain for over a hundred years, it came to the Hermitage Gallery in Leningrad, Russia, where Mr. Mellon acquired it along with several others now in the National Gallery. From the Kress Collection, The Adoration of the Shepherds by Giorgione of Venice reveals the poetic landscape and the quiet mood characteristic of this artist. The medium of sculpture, too, is well represented.

Temporary or Traveling Exhibitions

Besides the permanent collection, there is a large hall on the ground floor for temporary or traveling exhibitions. In May, 200 water colors were on view, a group by contemporary American artists selected from a national competition held by the Section of Fine Arts of the Federal Works Agency. "The Great Fire of London, 1940," was the title of the second exhibition shown in July and August, which consisted of paintings and drawings by British artists serving in the London Auxiliary Fire Service.

In a little more than 4 months after the opening, a million people, representing all the 48 States, passed through the gallery's doors. The millionth visitor, a young woman with a small baby, arrived on Sunday, July 27. She was greeted formally by the officials of the

Top to bottom:

The National Gallery of Art.

The Adoration of the Shepherds.

The Alba Madonna.

One of the oak paneled galleries.

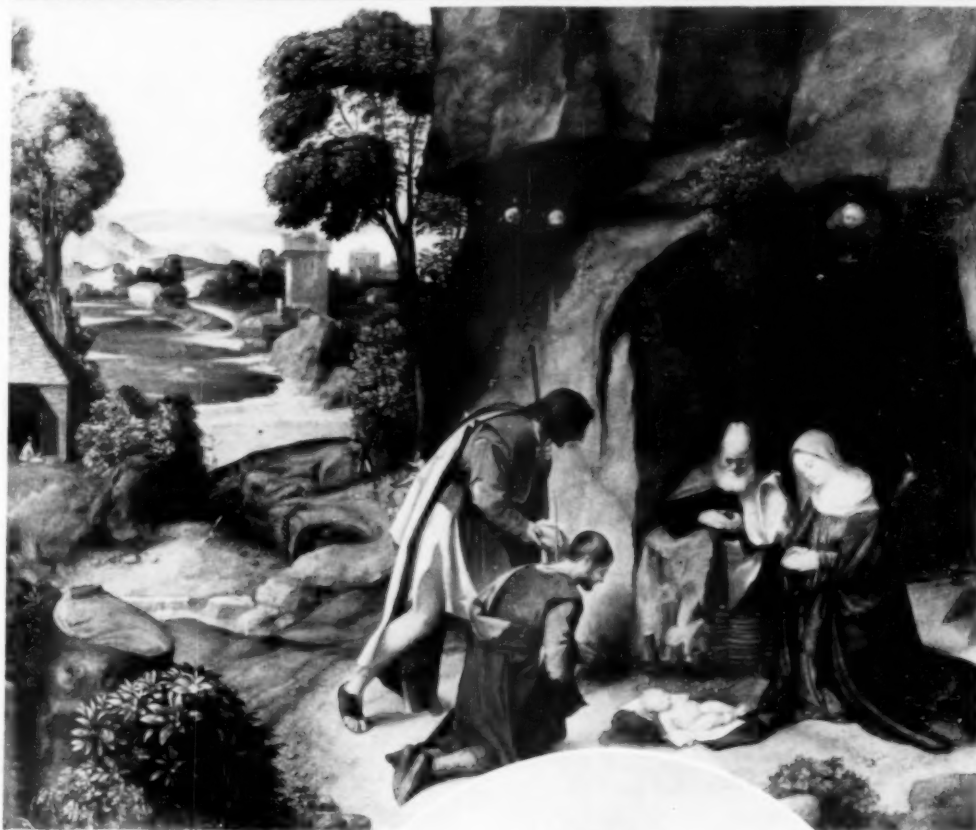
Courtesy of the National Gallery of Art, Washington.

gallery and was presented with an autographed catalog.

This large attendance figure merits consideration. From all walks of life, of all ages, the gallerygoers present a diversified appearance: Tourists in traveling slacks, babies in the carriages supplied by the gallery, high-school students, well-dressed city dwellers, artists delighted at another opportunity to study the technique of the old masters; adding a picturesque note are groups of nuns in black and white looking at the religious paintings, and soldiers on leave. Thousands of the visitors have never before been to an art gallery; many had never seen an original work of art. Drawn in at first, perhaps by mere curiosity to see one of the new sights in a tourist center, many remain longer than they intended or return again, their interest held by the art itself.

There is also great demand for information and background material. More and more are realizing that looking at pictures, as any other pursuit, is more pleasurable when one has had some experience, and that the ability to appreciate art is not a special gift granted only to the initiate. This fact presents an opportunity for the gallery to make more art instruction easily obtainable for those who want it. It is evident also that this new interest in art has inspired a great number to become more familiar with art museums and art production in their own home communities.

In the 41½ months since the opening, the educational department has had direct contact with about 15,000 people. Two daily gallery tours have served as a general introduction to the building and the collection for the individual visitor. The gallery has also experimented with auditorium lectures for the general public which consist of a discussion of the works of art through



the medium of slides, followed by a brief tour of the galleries. The wide and interested public response to this initial program has been most gratifying. In addition, hundreds of organized groups have taken advantage of special guidance by members of the docent staff; to indicate the variety of the organizations which include a gallery visit in their programs, one might mention the women's clubs, church societies, scientific academies, interior decorators' associations, the 4-H Clubs, Scout troops, college and high-school classes, etc.

Conference Hours

Schools from all over the country have come in large numbers. It has been found that students of all ages derive most enjoyment and benefit from a gallery visit after they have had some previous preparation and study in connection with the works of art to be viewed. With this in mind the gallery has added another feature to its educational activities, to be further developed, namely, individual and group conference hours for teachers in the public and private educational institutions in the vicinity. Those desiring information on the gallery and suggestions for class study may come beforehand and prepare themselves to guide their own students.

Plans for the coming year include an extended schedule of lectures with slides on popular and scholarly subjects related to the gallery's collection, both for the general public and students specializing in art. In view of the present conditions in Europe these lectures will stress material which may be seen in this country. Teachers also will find this program of help in integrating the appreciation and the study of art with their regular work.

Publications

Publications of the gallery now include a preliminary catalog, a picture book illustrating the entire collection, post cards, and color reproductions. In the future it is hoped that there will be further written material in the form of handbooks, texts for color reproductions, study plans for clubs, written lectures, and a radio program which would

enlarge present activities to a Nation-wide scale.

This is the National Gallery of Art today. It looks forward to playing its part in the cultural life of the country in the future when art, in spite of times of stress, will continue to fill a vital spiritual need.

Defense Savings

(Concluded from page 10)

or of instructional materials. The materials which the Government now has in preparation will be suitable for use by secondary school pupils. Some of the content, however, is adaptable for limited use in the upper elementary grades. It is expected later to prepare a syllabus or manual that will be of aid to elementary teachers in making adaptations of materials and methods for use in their grades.

Instruction in national defense may be organized as a separate curriculum unit in citizenship, or any part of such instruction, and any of the instructional materials may be used at appropriate places in any course in the social science subjects, provided that under the latter plan the instruction is organized to give complete coverage of the work in defense and so related as to insure the realization of the defense objective.

When To Begin

It is hoped that the schools can begin their cooperation with the Government's plan for participation in the national defense program with the opening of schools this fall. However, the time for starting the program is a matter that must be adjusted to meet local conditions. The various manuals described herein are being designed to permit the use of the information included whenever and wherever it best fits into the year's work and into the precise pattern of the curriculum.

Because the public schools are the national agency established by the Government for educational purposes, they are in a position to provide to millions of persons opportunities for gaining an intelligent understanding of the objectives involved in the defense program and of the responsibilities of the individual for contributing to the realization of these objectives.

Teaching Opportunities in Other American Republics

Fifteen of the American Republics have now ratified the Convention for the Promotion of Inter-American Cultural Relations. This convention provides for the exchange of professors, graduate students, and teachers between the United States and the other Republics.

The exchange fellowships include travel, tuition fees, and maintenance in the Republic where the study is done. The professorships provide travel, a per diem, and a small salary.

Persons interested in these exchanges should communicate with the U. S. Office of Education within the next few weeks since new lists of professors available for exchange and new panels of graduate students and teachers will be prepared early this fall.



Nurses Training

Surgeon General Parran of the United States Public Health Service has sent letters to 1,300 accredited nursing schools asking them to speed up their training program to alleviate the "present acute shortage" of qualified professional nurses needed for defense. Dr. Parran asked Federal Security Administrator McNutt to appoint Mrs. Eugenia Kay Spaulding, Catholic University, Washington, D. C., Lucille Petry, University of Minnesota, and Margaret Arnstein of the New York State Health Department, to direct an expanded nurses training program.



Recent Theses

(Concluded from page 11)

FARNSWORTH, PHILO T. Adaptation processes in public-school systems as illustrated by a study of five selected innovations in educational service in New York, Connecticut, and Massachusetts. Doctor's, 1938. Teachers College, Columbia University. 138 p.

FINK, WILLIAM L. Evaluation of commencement practices in American public secondary schools. Doctor's 1940. Pennsylvania. 191 p.

GARDY, E. BARBARA. A critical review of literature on extracurricular finances. Master's, 1940. University of Maine. 110 p. ill.

Look

FOR THE
GRADE SYMBOL
AND
SUPPLEMENTARY
DESCRIPTIVE
TERMS
ON THE LABEL.
*
THEY IDENTIFY
THE QUALITY
IN THE CAN
AND ARE A
RELIABLE GUIDE
WHEN BUYING
CANNED GOODS



HOMEMAKERS CHOOSE THE GRADES BEST SUITED TO THEIR NEEDS

Official

UNITED STATES GRADES FOR CANNED
FRUITS AND VEGETABLES (H&C)
U.S. GRADE A (Fancy)
U.S. GRADE B (Choice)
U.S. GRADE C (Standard)

GRADE-A Products are the finest.
They are carefully selected as to size,
color, and maturity.

GRADE-B Products are excellent,
not quite as select as to size, color,
and maturity as A.

GRADE-C Products are of good
quality and are wholesome—not as uni-
form in size, color, and maturity as B.

PRODUCTS OF ALL GRADES ARE WHOLE-
SOME AND NUTRITIOUS.

Education in Food Labeling

by Alice L. Edwards, Home Economist, Agricultural Marketing Service, U. S. Department of Agriculture

★★★ In the months and years ahead, we may expect more rather than fewer difficulties in choosing commodities to meet our needs. Many of the old guides and much of our former experience may prove of questionable value in the face of changing needs, varying incomes, higher prices, substitute materials, and shifting marketing conditions. Therefore, in consumer education, we require the type of information and experience in those activities which will make us more practical and adaptable in our buying. This education should help us in deciding what we really want, provide us with guides for selecting commodities, aid us in finding what is available on the market, make us more alert to new situations, and give us more understanding of marketing problems and procedures. However, consumer education should not alone aid in obtaining suitable commodities, but it should help in taking care of them and using them so as to get maximum value from them.

Wise buying and use of the things which supply the needs of ourselves and our families are not ends in themselves, but a means to a much to be desired end—more abundant and satisfying living. Wise buying means choosing such com-

modities as clothing that is comfortable and hygienic as well as artistic; equipment that is durable, efficient, and easy to operate and to care for; houses and furnishings that make a suitable background for family life and activities. And, most important of all, wise buying means choosing enough of the right kinds of food to build and to maintain strong, healthy individuals.

Practical Consumer Education

We are now hearing a great deal about the importance of fruits and vegetables in every diet. Many of these will be fresh fruits and vegetables but, especially when the fresh products are scarce or particularly expensive, canned fruits and vegetables will represent good values. Unfortunately these canned foods are difficult to select because they are in containers which prevent us from seeing, handling, tasting, or smelling the contents before we buy them. Consequently, we are in need of means by which we can obtain useful and reliable information concerning the hidden or concealed qualities of these commodities.

A study of the selection of canned fruits and vegetables affords an excellent opportunity for practical consumer education in buying canned foods as well as other packaged foods. Such a study

is particularly timely just now because so much attention is being centered on the labeling of these commodities. New labels are appearing on many canned foods as additional information is being provided in line with the recent regulations issued by the Federal Food and Drug Administration under authority of the Federal Food, Drug, and Cosmetic Act of 1938. In addition, a number of retailing organizations are adopting "informative labels" for their individual brands of canned fruits and vegetables which include the quality grades of the respective commodities.

Grade designations, such as Grade A, Grade B, and Grade C, now appearing on the labels of many canned fruits and vegetables are based on standards for grades of these commodities which have been formulated by the Agricultural Marketing Service of the United States Department of Agriculture. Although standards have been developed for the voluntary use of the canning industry and for the use of inspectors of the Agricultural Marketing Service, they are based on quality factors considered important to consumers. Therefore, consumers who are studying the selection of canned foods will find it worth their while to obtain copies of the standards for grades of the particular canned fruits or vegetables to be investigated in order to learn the characteristics of the different grades and the factors influencing the quality of the different foods. These standards describe the specific requirements for the different grades of each commodity.

Some canned foods are now appearing on the retail market with grades designated on the labels as U. S. Grade A, U. S. Grade B, and U. S. Grade C. These foods have been packed in plants under the continuous inspection of officials of the Agricultural Marketing Service. This continuous factory inspection is an experiment in which a few selected canning plants are co-operating with the Agricultural Marketing Service. The experiment has been undertaken at the invitation of the canners, who pay for the inspection.

The Agricultural Marketing Service is interested in consumers' reactions to the foods packed in the plants under continuous inspection and to the labeling of these canned foods in terms of U. S. grades and with the statement that the food has been packed under the continuous observation of inspectors of the Service. Even though the labels on these foods may not bear the U. S. grade of the inspection statement, the foods can usually be identified by the Agricultural Marketing Service shield embossed in the covers of tin or in the bottom of glass containers.

The Federal Government annually buys millions of cases of canned fruits and vegetables by Federal specifications which carefully describe the kind, quality, and quantity of the food desired. In recently revised Federal specifications, the qualities of these canned foods are designated in terms of the grades of the Agricultural Marketing Service. Therefore, consumers who select Grade A, Grade B, and Grade C canned fruits and vegetables are relying on the same standard grades in their buying as those used by the purchasers for the various agencies of the Federal Government and to send abroad for shipment under the Lease-Lend Act.

The findings of various studies indicate that prices, especially of non-grade-labeled canned fruits and vegetables, are not reliable guides to the qualities of these foods. It is anticipated that the prices of many of these canned foods will be somewhat higher during the coming year. If this rise occurs, it remains to be seen what the relationship will be between price and quality of the grade-labeled and the

nongrade-labeled canned foods. This situation suggests the timeliness of gathering data relative to prices and their relationship to the grades of commodities in any investigations of canned fruits and vegetables which may be undertaken during this fall and winter.

A teaching project in the selection of canned fruits and vegetables might include some or all of the following:

1. A study of the standards for grades for selected canned fruits and vegetables, as formulated by the Agricultural Marketing Service.

In studying the grades for each canned food, a few cans of each fruit or vegetable should be opened and informally checked according to the standards in order to gain a better idea as to what the different grades mean.

2. A survey of the canned fruits and vegetables available in the local market.

(a) In each store in the local shopping area, members of the study group could obtain information concerning the particular kinds of canned fruits and vegetables selected for study. The nature of the data to be obtained is

indicated by the following which might be used as headings of a chart on which data could be compiled:

Name and address of store or market.
Commodity.
Packer or distributor.
Brand.
Grade or other quality designated.
Packed under continuous inspection (shield embossed in can top).
Size of can (net contents).
Price.

Information obtained could be analyzed to answer questions such as the following:

How many different brands of each commodity are available?

What kinds of information are provided on the labels of this food?

How many different cans are grade labeled?

What grade terms are used and how many different cans are labeled with each term?

What is the range in prices for cans of the same size for each of the commodities selected for the study?

Were any cans found with the shield of the Agricultural Marketing Service embossed in the end of the can? If so, were they grade labeled?

3. A determination of the basis on

Testing canned cherries in the laboratory of the Agricultural Marketing Service, U. S. Department of Agriculture.



which various consumers select canned fruits and vegetables.

Arrange with the manager of one or more of the local markets to cooperate in a study by setting up an exhibit of A B C grade-labeled canned foods and U. S. A B C grade-labeled canned foods if both are available alongside of well known brands of nongrade-labeled canned foods of the same kind and style of pack, presumably of the same quality, the same size of can, and the same price if possible. These canned foods can be placed in special exhibits or be left in their regular place on the shelves and be identified by suitable signs. These signs should call attention to the fact that certain products are labeled grade A B C or U. S. grade A B C while the others are nongrade labeled.

Selected members of the class making the study should spend some time in the market to observe consumer reactions to the exhibit.

The manager of the market should be asked to cooperate by reporting, at stated intervals, the number of cans of each commodity sold during given periods of the exhibit.

Through observation in the market and conversation with homemakers, members of the class should gather information to determine the basis on which different individuals select canned foods, whether by price, size of can, brand, or some other factor.

4. A comparison of qualities and prices of grade-labeled and nongrade labeled canned fruits and vegetables

Let members of the study group choose a can each of one or more different brands of Grade A and U. S. Grade A of the kinds of canned foods selected for study, such as peaches, grapefruit segments, string beans, and peas. Three or more cans of the same products of different brands of nongrade-labeled foods should also be selected.

Open the cans of only one kind of food at a time, and compare qualities of the food in the different cans.

The prices of the different cans of food should be compared to determine their relationship to the qualities of the food.

Which foods, on the whole, the grade

labeled or the nongrade labeled, appear to be the best buys?

On the basis of the qualities and prices of the canned foods examined, which seem acceptable for use by your family?

5. Estimation of the approximate number of cans of selected commodities purchased annually.

Let each member of the class estimate the approximate number of cans of each of the commodities studied, which are purchased annually by his or her family.

Let each member calculate the annual family expenditures for the different kinds of canned foods if the highest priced, the medium priced, or the lowest priced product were selected.

Studies of the selection of canned fruits and vegetables have the advantage of dealing with real problems of the student and the community. They are suitable for seniors in high school or adult homemakers. College students find projects along this line satisfactory for special investigations.

Many School Departments Participate

A study of the selection of canned fruits and vegetables may be conducted by a single department in the high school or college. However, it is well adapted for a cooperative project in which a number of departments participate.

The English department can aid students in preparing useful educational material, news stories to tell of the various activities in connection with the study, and the final report when the study is completed. The art department can aid by preparing posters, signs, and other illustrative material. The mathematics department can assist in setting up the forms for the collection of data and can compile these data after they are collected. It can also aid in calculating family expenditures for canned foods. The business education department is excellently fitted to make contacts with store managers, gain their cooperation, assist in setting up special exhibits, and procure such data on sales as are pertinent to the study. The home economics department is prepared to

handle those aspects of the study relative to the place of canned foods in the family budget, and to supervise the judging of the qualities and grades of the selected canned foods.

References

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- Study of Labels on Canned Foods. Virginia Hintz. Journal of Home Economics, November 1934, pp. 551-553.
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Civil Service

The following examinations have recently been announced by the Civil Service Commission, Washington, D. C.

ECONOMIST (ANY SPECIALIZED BRANCH), \$3,800 a year. Also: PRINCIPAL, \$5,600; SENIOR, \$4,600; ASSOCIATE, \$3,200; ASSISTANT, \$2,600 a year. Closing date.—Applications will be rated as soon as practicable after receipt until further notice. Maximum age, 60 years. Announcement 118.

ENGINEERING AID, \$1,800 a year. Also: CHIEF, \$2,600; PRINCIPAL, \$2,300; SENIOR, \$2,000; ASSISTANT, \$1,620 a year. Optional branches: (1) Photogrammetric; (2) Topographic. Closing date.—Applications will be rated as soon as practicable after receipt until June 30, 1942. Announcement 120.

JUNIOR MEDICAL OFFICER (Rotating Internship), \$2,000 a year. JUNIOR MEDICAL OFFICER (psychiatric resident), \$2,000 a year. St. Elizabeths Hospital, Federal Security Agency, Washington, D. C. Closing date.—Applications will be rated as soon as practicable after receipt until November 15, 1941. Maximum age, 40 years. Announcement 116.

JUNIOR SOIL CONSERVATIONIST, \$2,000 a year. Soil Conservation Service, Department of Agriculture. Closing date.—Applications will be rated as soon as practicable after receipt until December 31, 1941. Maximum age, 35 years. Announcement 119.



New Government Aids FOR TEACHERS

by MARGARET F. RYAN, Editorial Assistant



FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering

(The free supply is usually too limited to permit of furnishing copies for all members of classes or other groups)

● In the *Directory of State, County, and Municipal Training Schools Caring for Delinquent Children in the United States*, Children's Bureau Publication No. 254, the following data are given for each institution: The name of the superintendent, the area served, the capacity of the school, the legal age for admission, and population. Price, 10 cents.

● Brief descriptions of the service uniforms and insignias worn by the officers and enlisted men of the navies of Great Britain, France, Italy, Japan, Germany, and Russia, together with illustrations, are to be found in a Bureau of Navigation bulletin entitled *Uniforms and Insignias of Foreign Navies*. 10 cents.

● A history of the action of political forces within the United States which shaped our military national defense policies from 1783 to 1940, together with the defense acts of 1916 and 1920 as case studies, has been compiled in Senate Document No. 274, *Politics of our Military National Defense*. Free.

● Two new motion-picture films have been prepared by the Bureau of Mines in cooperation with one of the large lead companies. The first picture depicts *Lead Mining in Southeast Missouri*; the second, *Lead Milling, Smelting, and Refining*.

Copies of these films, in 16-millimeter sound, are available for exhibition by schools, churches, colleges, civic and business organizations, and others interested. Applications for the film should be addressed to the Bureau of Mines Experiment Station, 4800 Forbes Street, Pittsburgh, Pa., and should state specifically whether or not the borrower is equipped to show sound films. No charge is made for the use of the film, although the exhibitor is expected to pay the transportation charges.

● *Conquest of the Colorado*, a standard-size film strip with lecture, may be purchased for 50 cents from the Bureau of Reclamation, Washington, D. C. Fifty-one pictures show the Colorado River and the building of Boulder, Parker, and Imperial Dams, and of the All-American Canal. Checks or money orders should be made payable to the Bureau of Reclamation.

● Pictures of crops, farm animals, meat cuts, textiles, and many other agricultural and home economics subjects can be obtained in a

series of educational charts prepared by the Extension Service in cooperation with Department of Agriculture specialists.

4-H Clubs, home demonstration clubs, vocational schools, and other groups will find these charts helpful, the titles and prices of which follow:

No. 1. Livestock, Cattle, and Hogs. 7 charts. 25 cents.

No. 2. Horses. 2 charts. 10 cents.

No. 3. Dairy Cattle. 6 charts, including 2 charts on breeds of dairy cattle; 1 chart each on clean milk production, creamery butter production, making American cheddar cheese, and some varieties of cheese. 10 cents.

No. 4. Sheep, Goats, Wool, and Mohair. 3 charts. 15 cents.

No. 5. Poultry. 4 charts. 25 cents.

No. 7. Meat Identification. 7 charts. 25 cents.

No. 8. Cotton. 7 charts. 15 cents.

No. 9. Textiles—Manufacture, Fabric, and Construction. 7 charts. 20 cents.

No. 10. Corn. 7 charts. 15 cents.

No. 12. Poultry Marketing. 5 charts, in-

cluding charts on tentative United States standards for fowl; classes of dressed birds; inspecting, packing, and processing chicken; methods of preparing chicken for sale or use; and picking a bird. 15 cents.

No. 14. Miscellaneous Fiber Plants. 3 charts. 10 cents.

No. 18. Forestry and Forest Products. 1 chart. 5 cents.

● Concern over the employment needs of youth during the past decade and increasing interest in the need for placement services prompted the Children's Bureau to make a survey of junior-placement offices in public employment centers and in public-school systems of the United States. Specialized techniques which placement workers have developed in their work with junior applicants and the extent to which specialized junior-placement services have been organized throughout the country are reported in *Junior Placement*, Children's Bureau Publication No. 256. 15 cents.

(Concluded on page 26)

A Challenge to the Profession

Thus spoke Donald DuShane, president, National Education Association, before 10,000 educators, at the Boston convention:

"In spite of handicaps, of misunderstandings, of false charges and unjustified attacks, we teachers have most important functions which we must perform in this crisis. We must rededicate ourselves to the youth in our charge. We must prepare them for effective life in a changing world. We must inculcate in them a love and understanding of democracy and a willingness to sacrifice for it.

"Believing as we do that effective education of all our people is the only sure and ultimate protection of democracy, we must seek and win from the public a new and more understanding loyalty to education. We must protect our schools from misunderstandings and unjust attack. We must protect teachers from fear and intimidation and unjust discharge. We must so protect our schools and teachers that the youth of today may be prepared to live effectively in a changed but democratic world of tomorrow.

"We can accomplish these objectives only through organization. Individually we are weak and unprotected. Banded together in our good cause we can win a new and more understanding public support for education; we can protect our schools from unjust attack and financial starvation, and thus pass on to the next generation the blessings of liberty and democracy.

"The totalitarian threat to our liberties and our democracy constitutes a challenge to the teaching profession. Let us accept that challenge."

The CCC Today

By James J. McEntee, Director

The Civilian Conservation Corps was started as an emergency organization to combat unemployment by putting idle young men to work on useful conservation projects. At that time, back in 1933, it was primarily a relief agency. Its enrollees were from families on relief.

In the 8½ years since its establishment, the CCC has enlarged its objectives, although it has not altered its basic operating structure. The relief requirement for enrollment no longer exists. Any boy who is "unemployed and in need of employment" and meets other CCC standards was made eligible for enrollment under the act of Congress in 1937.

The reason for this change became obvious with the development of the CCC training program. Officials of the corps found that young men were unemployed largely because they did not know how to work. A college graduate might find himself in the same position as an illiterate when he approached an employer for a job. If he did not know how to work he was passed over for someone who did know how. The corps now offers the opportunity of work training for any boy who needs it.

Important Defense Link

The public generally looked upon the CCC as a charity proposition back in 1933. It looks upon it now as one of the important links in national defense. The change in opinion is perhaps best described in an article by John Janney in the *American Magazine* of June 1941. Here is how he put it:

Eight years ago I rode into the woods with the first batch of Civilian Conservation Corps enrollees—hungry boys from the back streets and busted farms, whom a generous nation was hiring at a dollar a day and keep, to "conserve our natural resources." Everybody thought it was a good idea. It would keep the boys out of trouble and build up their health and morale. We were a little condescending about how kind Uncle Sam was being to them.

This year I have been out into the CCC camps again. I have visited dozens of them,



After a hard day's work on a field project.

north, east, south, and west. And I find that these boys have turned around and done Uncle Sam a favor. They have developed a whole range of working abilities which we never saw in 1933. They are coming to the rescue as the production machinery creaks.

Of possibly even greater long-range importance, they have gone out in the woods and dug up a brand new form of education. The CCC grads are proving that their learn-while-you-work program has practical advantages over the sit-and-listen training of the conventional classroom.

The corps had its training program well organized when the national emergency developed a little more than a year ago. Since that time, we have expanded it steadily to assist in alleviating the shortages of trained workers for defense industries. Today it is training approximately 180,000 young men in skills needed in our national defense industrial program.

Born during an emergency, the CCC still serves as a national medium in any type of emergency, whether it be unemployment, threats of war, fire, flood, or hurricane. Only last month the corps stepped into the breach in another emergency—shortage of farm hands to harvest the ripened crops. Enrollees were permitted to take leave during the harvest season after agricultural leaders throughout the country disclosed that they were unable to get help. It was a temporary job, but one that had to be done immediately. Conservation of our grains and our fruits are as im-

portant as conservation of our forests and farm lands and ranges. It was a job for the CCC, because it had what was needed—trained workers.

A proposal by Congress under S. 1365, introduced by Senator McCarran of Nevada, would set aside 300 CCC camps for full-time training of enrollees in those skills most necessary to the national defense picture. The enrollees sent to these camps would spend all their time in training for jobs in such industries as aviation and automotive mechanics, ship-building, and such other fields as are felt of primary importance in national defense. The work program would, for the present, be discontinued in these camps. In that way a larger number of enrollees could complete the courses in a shorter time and become available for defense industries.

This new training program, if approved by Congress and the President, would be carried on in addition to the regular training now received by enrollees. We would continue our on-the-job training, the evening classes in camp, and the national defense vocational courses conducted in cooperation with the U.S. Office of Education and State boards of vocational education. The enrollees sent to the special full-time training camps would first be given the basic CCC training in a regular work camp for such period of time

as seems advisable. They would be selected and assigned in accordance with their talents and ambitions.

Intensified Training Program

The need for an intensified training program is evidenced by the demand of employers in vital national defense industries for CCC-trained workers. Aircraft plants, making the war planes upon which both the United States and Great Britain depend, have been among the most insistent upon CCC training for the new men they hire. Their appreciation of CCC training is best shown by the response of employers to an aviation mechanics training course offered at Camp SCS-11, Vista, Calif. This course was established in September 1939. More than 200 men have since been graduated after a 200-hour training course and were immediately employed by west coast aircraft firms. One company since has asked the corps to set up similar training centers near new aircraft plants it is building throughout the country. Recently, the personnel director of another aircraft company wrote to the Director of CCC Camp Education advising him that he was touring the Middle West in search of 5,000 workers. By next March, he said, the company would need 35,000 new men and he saw no reason why 80 percent of them should not come from the ranks of the CCC.

It might seem logical that the CCC would immediately enroll boys and send them at once to the special schools. But there is a definite reason why this will not be done—that each boy will be made first to “prove” himself in a regular camp. The backbone of the entire CCC training program since it began has been the on-the-job experience. There the enrollee learns good work habits, industrial safety practices, how to use and care for machinery and tools. He conditions himself physically by that old-fashioned but effective method—work. It is this experience that makes the CCC training program differ somewhat from those of vocational schools and other training agencies. We have found that this training is equally important to employers as training in special skills.

Statistics Are Evidence

Within the corps itself there is now going on an intensive training program. Nearly 45,000 enrollees are taking or have completed national defense vocational courses in cooperation with the U. S. Office of Education and the State boards of vocational education. On the work projects we will train this year approximately 60,000 drivers of trucks, tractors, and other automotive units, 15,000 automotive mechanics, 60,000 road construction and maintenance men, 7,500 bridge builders, and 8,000 blasters, to name a few of the specialties. In camp administration, we will train an estimated 20,000 in 176 special CCC schools, including 6,500 cooks and bakers, 3,200 automotive mechanics specialists, 2,500 radio operators and maintenance men; 5,000 company clerks, and 2,800 junior camp officers.

Other vocational training is given in the regular camp after-work classes in subjects related to the work project. During the last fiscal year, more than 90,000 men completed course units in the camp classrooms and shops in such subjects as equipment operation, auto mechanics, woodworking, cooking and baking, mess management, radio operation, welding and metal work, surveying, photography, electricity, blueprint reading and occupations related to the aircraft industry. All enrollees are taking the basic 24-hour Red Cross first-aid course. All junior enrollees take 15 minutes of calisthenics each morning. They are trained in labor safety methods. About 10,000 illiterate enrollees are taught to read and write each year, 5,000 others complete grade school, 1,000 earn high-school diplomas, and about 100 complete college courses leading to degrees.

Coordinated in Each Camp

On the surface, the varied training activities of the Civilian Conservation Corps may appear as a hodgepodge. But such is not the case. It is true that the CCC program is a radical departure from the more formal methods of education, but it is coordinated in each camp under the camp education committee, composed of the camp commander, the educational adviser, and the project

superintendent. This coordination is carried on up through the various administrative divisions to the top coordinating agency in Washington, composed of a three-man professional committee, with the Director of CCC Education as chairman and the Supervisors of Project Training in the Departments of the Interior and Agriculture as members. Their training plans are given the weight of authority through approval by the administrative committee, composed of the members of the CCC Advisory Council from the Departments of War, Interior, and Agriculture.

Training Policy

In a recent restatement of the CCC training policy, the specific objectives were listed as follows:

The CCC can build strong, healthy bodies.

The CCC can train men to live, work, and play together.

The CCC can develop and widen the mental horizons of the men.

The CCC can teach men good work habits, the dignity of labor, the meaning of a day's work.

The CCC can help men discover their vocational or professional aptitudes, and to develop the necessary skills for entrance into employment.

The CCC can develop an understanding and appreciation of our form of Government, and the opportunities and responsibilities of citizenship.

The CCC can promote high standards of moral conduct.

No one CCC enrollee—indeed, no single CCC camp—can embrace all the fields that are covered in the corps training program. To do so would be like a university student attempting to get degrees in law, engineering, divinity, medicine and commerce all in the same year. Every effort is made to direct the energies of the individual enrollee into those fields for which he is best suited. Hundreds of thousands of vocational guidance interviews are held each year so that the camp officials charged with administration of the training program can discover where each enrollee's talents lie. An enrollee with a

(Concluded on page 22)

The National Citizenship Education Program

by William F. Russell, Dean of Teachers College, Columbia University, Director

★★★ The registration carried out last year by the Department of Justice through the various post offices revealed that there are almost 5 million persons in the United States who are citizens or subjects of some foreign power. This does not mean that they may not be good Americans. In fact, they may be better Americans than many who are born here or who were naturalized many years ago. But a preliminary account revealed that about one in six signed his name with a cross, indicating that he could not write; and about 1,750,000 have applied for citizenship.

Now, there is nothing new in education for citizenship. The Immigration and Naturalization Service, formerly in the United States Department of Labor and now in the Department of Justice, has long concerned itself with helping the applicant for citizenship to secure a better understanding of the English language and a better knowledge of the principles of our form of government. Applicants have been referred to the public schools. They have been given textbooks to study, and, as a part of the process of naturalization, each applicant has had to pass an examination. The courts and the machinery of the courts have long operated to improve the quality of our citizenship.

In addition the public schools have done significant work in educating for citizenship. Many States and many cities have held evening classes. Continuously better programs have been evolved. This form of adult education has been steadily improved and extended.

The Work Projects Administration has had a Nation-wide program of helping the noncitizen to prepare for naturalization. Unemployed and needy persons qualified to teach have been enabled to teach by the WPA, and some of these teachers have been teaching citizenship. Thousands of classes in this field have been held. Textbooks have been worked out and teaching ma-

terials have been prepared and provided by many of the cities and States in connection with the educational program of the WPA. There have been institutes and other short courses to help teachers learn to teach better; to refresh their knowledge; and supervisors to help them in the classroom.

Thus the Immigration and Naturalization Service of the United States, the WPA, the public schools, and all other local agencies and sponsors of adult education, have long worked on a program of educating the noncitizen. They now have a chance to work together and to do better and on a more extensive scale what they have been trying to do in the past for the noncitizen.

National Advisory Board

Attorney General Francis Biddle recently announced appointment of a National Advisory Board and the creation of the National Citizenship Education Program sponsored by the Immigration and Naturalization Service and financed by \$14,000,000 of WPA funds. The purpose of the program is stated as follows:

A. To provide assistance to the co-operating agencies specified in the Nationality Act of 1940, the Immigration and Naturalization Service of the Department of Justice, and the State and local boards of education in making available to applicants for naturalization, facilities to prepare them for citizenship duties and responsibilities.

B. To (1) organize, teach, and supervise classes in citizenship for the foreign-born; (2) assist in preparing, reproducing, and distributing teaching materials, lesson plans, and other instructional aids to naturalization classes; (3) organize and direct pre-service and in-service training programs for teachers employed on this project; (4) assist local cosponsoring agencies in any other educational programs for groups of the foreign-born seeking help to a better understanding of the English language and of the principles of our

form of government; (5) furnish clerical and stenographic assistance to the successful operation of this project.

The chairman of the board is Earl G. Harrison, former Director of Alien Registration, who directed the registration last year of all noncitizens in the United States. Appointed to represent the Department of Justice on the five-man board are Dr. Marshall E. Dimock, Associate Commissioner of the Immigration and Naturalization Service; and Dr. Henry B. Hazard, Director of Research, Information and Education, who for many years has directed citizenship projects for the service. Appointed to represent the Work Projects Administration of the Federal Works Agency are Walter H. Brummett, Jr., Executive Assistant in the Community Service Division and Walter M. Kiplinger, Director of Public Activities Programs for the same division. In addition, the program will operate in close liaison with Commissioner John W. Studebaker and the U. S. Office of Education, Federal Security Agency. Dr. L. R. Alderman who is returning to the Office of Education will meet with the National Advisory Board.

I have been granted temporary leave from the administration of Teachers College, Columbia University, and have accepted the post of Director. Headquarters is in the U. S. Office of Education, Washington, D. C.

State Councils

The National Citizenship Education Program plans to work through the States and local educational authorities. It will assist them in securing materials and teachers, it will give advice based upon research, and it will supply, to a certain degree, technical and expert service. It plans to do all that it can to assist the speedy extension of this educational program in citizenship which is of the highest importance to the welfare of our country, and which is close to the heart of the educational program.

Each State has been requested to set up a council on education for citizenship, including in its membership representatives of the Immigration and Naturalization Service, the WPA, and the State department of education.

Furthermore in each State the State department of education and the State administration of the WPA have been asked jointly to select and appoint a State director of the National Citizenship Education Program. The WPA will furnish some of the teachers and administration; the Immigration and Naturalization Service can furnish materials; and our organization in Washington working with both has the address of every noncitizen, has contact with every WPA office, has a relation with every educational authority and will assist in the recruiting of those who will attend classes, those who will teach, and it will try to assist in the preparation and selection of good books and other teaching materials, and help the teachers teach better.

Staggering Task

The educational task of helping 5 million noncitizens to become citizens, or even of helping 1,750,000 of them is staggering. There are not enough teachers of citizenship on the WPA rolls to do the job. Even if all needy out-of-work teachers could be transferred to this there would not be enough. And in the areas which are busy on war orders, where the great bulk of the noncitizens live, there are the fewest unemployed teachers.

Highest Importance

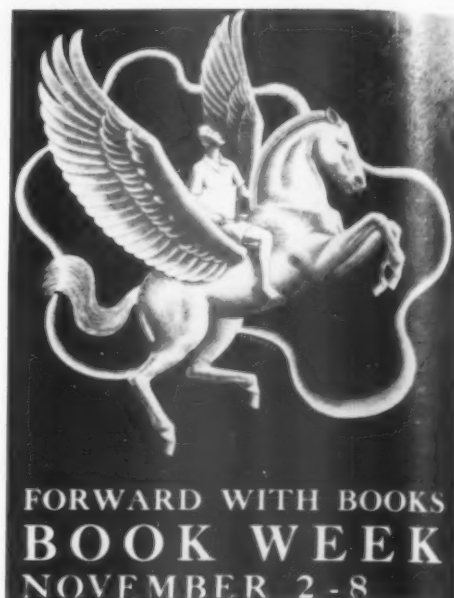
Therefore it seems apparent that after all that our public schools normally do has been done; after all the ordinary work of the Immigration and Naturalization Service has been accomplished; and after the WPA has put its whole organization to work; still the task will be only partially accomplished. We shall have to call upon all American citizens generally to volunteer. Non-citizens will need to be visited in their homes and urged to attend class. Private citizens will need to volunteer to teach classes. The great lay organizations will need to intensify their efforts.

Children's Book Week

November 2-8

Forward With Books is the challenging slogan for the 1941 observance of Book Week. Educators, librarians, scoutleaders, booksellers, and publishers cooperate in this Nation-wide program which is planned to demonstrate the importance of books in the lives of children.

Information may be obtained from the Headquarters of Children's Book Week at 62 West 45th Street, New York City.



The foreign language press must help, and the foreign language associations join in it; churches must extend their efforts. What we shall need is a great voluntary cooperative effort by all Americans.

For this problem of educating the citizen, whether he was born here or not, whether he has gone through the process of naturalization or not, is of highest importance to the welfare of our country.



CCC

(Concluded from page 20)

flair for automotive mechanics obviously would be wasting his and the instructor's time taking a course in cooking. But he would find extremely useful such courses as safety training, first aid, use and care of tools, welding, elementary electricity, and a general course in automotive mechanics. The boy who wanted to be a cook and, eventually, a mess steward, probably would also study safety and first aid, but his other courses cover bookkeeping, food purchasing, meat, and other food testing for quality, dietetics, meat cutting, sanitation, and preparation and service

of food. An enrollee interested in construction work would want to take courses in surveying, mathematics, map reading, or other courses which would be of value to him on a road or bridge construction job.

Continuous Enrollment

The rapid turn-over of men in the CCC as a result of the industrial pick-up has resulted in vacancies in the ranks of the corps, open to youths between the ages of 17 and 23½. In order to assure a corps operating at or near a fixed level, certain changes have been made in enrollment regulations. Formerly, we enrolled four times a year for periods of 20 days each 3 months. At the end of the 3-month period, however, the corps would be well below average strength. To solve this, we now have inaugurated continuous enrollment. Thus a boy can enter the corps at any time for a 6-month term of service. To facilitate further the enrollment process, it is now possible for a boy to enroll at any CCC camp as well as at local CCC selecting offices, which usually are located at the local welfare office. Formerly, only the selecting offices handled enrollments. We hope, by these changes, to maintain a fairly level camp strength and thereby be able to carry on a more efficient operating program.

First Installment

Educational Measures Before the 77th Congress, First Session, 1941

by Ward W. Keesecker, Specialist in School Legislation



More than 125 measures pertaining to education have been introduced in the first session of the Seventy-seventh Congress. Apparently in no previous single session of Congress have so many educational bills been introduced. While many educational bills go into the "congressional hopper," very few of them are enacted into law.

The U. S. Office of Education does not have copies of congressional bills for distribution. However, anyone wishing to obtain a copy of any bill referred to in this article may, as a rule, obtain a copy by writing to the House Document Room, Capitol Building, Washington, D. C.

This first installment contains digests of educational bills introduced in the House of Representatives. The next issue of *SCHOOL LIFE* will contain digests of Senate bills relating to education.

For the convenience of the reader a topical index is given herewith.

PART I—HOUSE BILLS

- 1—*H. R. 7 (Mr. Disney)*: To establish in the District of Columbia a National Academy of Public Affairs, under a board of supervisors composed of the Secretaries of State, Treasury, Interior, Commerce, Agriculture, and Labor, to train men and women for diplomatic and administrative service in national and international affairs, whose graduates shall have a civil-service status with all rights under the retirement laws of the United States. Under this bill each congressional district shall have one student in the academy appointed by the Congressman; each State shall have two students appointed by the Senators; and the President may appoint 50 at large from the District of Columbia and Puerto Rico. Would appropriate \$5,000,000 for the purchase of site and erection of buildings. (Referred to Committee on Education.)
- 2—*H. R. 71 (Mr. Elliott)*: This bill provides that out of funds now or hereafter available to the Department of Agriculture for the construction or operation of migratory labor camps the Secretary of Agriculture may afford assistance to political subdivisions or other local public agencies pro-

viding public educational services for residents of such migratory labor camps. (Referred to Committee on Agriculture.)

- 3—*H. R. 196 (Mr. Lanham, by request)*: To aid engineering and industrial research in connection with colleges and schools of engineering in the several State and Territorial universities and colleges. Such aid to be administered by the Secretary of Commerce. (Referred to Committee on Interstate and Foreign Commerce.)

- 4—*H. R. 163 (Mr. Voorhis)*: To promote international understanding in the Americas by mutual exchange of students between the various Republics and to appropriate \$1,000,000 annually for this purpose. To be administered by a board of trustees consisting of 7 outstanding citizens appointed by the President. (Referred to Committee on Education.)

- 5—*H. R. 600 (Mr. McGranery)*: To establish a Division of Fine Arts in the Office of Education to collect information and conduct surveys relating to education in the fine arts, including music, art, and dramatic art, and speech, and to disseminate information relating thereto as well as promote and develop the esthetic phases of education and cultural activities among the people. This bill would appropriate \$100,000 annually for the maintenance of the Fine Arts Division. (Referred to Committee on Education.)

- 6—*H. R. 623 (Mr. Randolph)*: To amend the act of June 20, 1936, authorizing the operation of vending stands in Federal buildings for the blind. This bill would provide for the purchase, installation and maintenance of equipment under the supervision of the Commissioner of Education, and would appropriate funds to enable each State to establish and extend employment services to blind persons under plans to be submitted by the State and approved by the Commissioner, such plans to embody certain standards specified in the bill. (Referred to Committee on Labor.)

- 7—*H. R. 631 (Mr. Randolph)*: To establish within the borders of the United States a National University of Government under a board of supervisors composed of the President, the members of his Cabinet, the President of the Senate, the Speaker of the House of Representatives, the Chief Justice of the Supreme Court, and the President of the American Bar Association. This bill would provide scholarships: Two each appointed by the governors of each State; 2 each appointed by the United States Senators and Members of the House of Representatives; 2 selected by the Committee for the District of Columbia; 1 each appointed by the mayor of each city in the United States having a population of 5,000 or over; and 50 selected at large by the Board of Supervisors. (Referred to Committee on Education.)

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- 8—*H. R. 958 (Mr. Angell)*: To provide for the education of all types of physically handicapped children under the administration of the United States Commissioner of Education. This bill would appropriate \$11,580,000 annually for allotment to the States as follows:

(a) To each State \$40,000 (not required to be matched) for use in establishing, extending, and improving services for educating physically handicapped children.

(b) The sum of \$9,000,000 to the States on the basis of the ratio of the number of their inhabitants 5 to 20 years, inclusive, bears to the total number of inhabitants aged 5 to 20 of all the States, to be used for paying the cost for the education of physically handicapped children over and above the cost of educating physically normal children: *Provided*, That an equal amount is expended by the State or subdivisions thereof for the said purpose.

(c) The sum of \$500,000 to the Office of Education for the purpose of making studies, investigations, and paying the salaries of officials necessary in carrying out the provisions of this measure.

Under this measure each State would be required to submit to the Commissioner of Education for his approval a State plan for service for educating physically handicapped children. The said Commissioner is authorized and directed to formulate policies and minimum standards governing the administration of this measure. (Referred to Committee on Education.)

- 9—*H. R. 1902 (Mr. Randolph)*: To provide that all enrollees in Civilian Conservation Corps Camps receive instruction in military tactics and drill for 8 hours each week. (Referred to Committee on Labor.)
- 10—*H. R. 1944 (Mr. Randolph)*: To provide educational opportunities for District of Columbia children of soldiers, sailors, and marines who were killed or died as a result

of service in the military or naval forces of the United States during the World War. (Referred to Committee on the District of Columbia.)

- 11—*H. R. 1970 (Mr. Randolph)*: To promote, under the administration of the United States Office of Education, the general welfare through the appropriation of funds to States and Territories for the establishment and development of a program for adult civic education, the removal of illiteracy, naturalization education, and public-affairs forums. This bill would appropriate for the fiscal year ending June 30, 1942, \$5,000,000 and annually thereafter for 3 years a sum to be determined by Congress not to exceed \$10,000,000 per annum, to be used in cooperating with the States and/or local school districts in paying the salaries and expenses of the State counselors and local school supervisors, to pay directors and forum leaders: Provided, that the States and/or local districts shall be required to match with State or local funds or both 25 percent of the Federal funds appropriated for this purpose. (Referred to the Committee on Education.)
- 12—*H. R. 1074 (Mr. Schwert)*: To promote national preparedness and national welfare through appropriation of funds to assist States in making adequate provision through public schools for physical education, school facilities, and the development of school camps. This bill would appropriate for physical education, guidance in healthful living, and wider recreational use of school facilities: For the fiscal year ending June 30, 1941, \$50,000,000, to be increased by \$10,000,000 annually for 5 years, when the annual sum shall be \$100,000,000, and annually thereafter. The bill would also appropriate for school camps an equal amount, beginning with the fiscal year June 30, 1941, \$50,000,000, to be increased in 5 years to \$100,000,000 annually. From the sums appropriated under this measure the Commissioner of Education shall annually apportion to each State an amount which bears the same ratio to the total amount made available as the ratio of the number of children 5 to 20 years of age, inclusive, in the State bears to the total number of children 5 to 20 years of age, in all States. The sums to be appropriated are to be allotted to the States without respect to expenditures by States and local subdivisions for the programs indicated during the first 3 years, but beginning with the fiscal year ending June 30, 1944, the State and local districts shall contribute an amount equal to 10 percent of the funds allotted under this measure, 20 percent for the fiscal year ending June 30, 1945, and 25 percent for each fiscal year thereafter. This bill would require legislative acceptance by the respective States and would provide for the submission of State plans to the Commissioner of Education. (Referred to the Committee on Education.)
- 13—*H. R. 1077 (Mrs. Smith)*: To authorize the Secretary of the Navy, in promoting nautical education, to furnish upon application in writing to a governor of a State a suitable vessel of the Navy with all of her apparel, charts, books, and instruction of navigation to be used for the benefit of any nautical school or school or college having a nautical branch. (Referred to Committee on Merchant Marine and Fisheries.)
- 14—*H. R. 1100 (Mr. Marcantonio)*: To provide vocational guidance training and employment for youth between the ages of 16 and 25 under the direction of a National Board of Directors composed of 9 members appointed by the President from names submitted to him by national, labor, youth, educational, civic, and social service organizations, and the President, with the advice and consent of the National Board of Directors, shall appoint a National Youth Administrator to carry out the provisions of this measure. This measure would establish a series of public works projects employment which shall be open to all young persons not otherwise employed, nor enrolled in a full-time course of study in any school, and who will be certified by the Social Security Board as having no other employment available within a reasonable distance from their homes. The Board of Directors is also authorized and directed to establish a system of academic work projects to be conducted in or near colleges or other institutions of higher learning. This bill would appropriate \$500,000,000 for carrying out its provisions. (Referred to Committee on Education.)
- 15—*H. R. 1605 (Mr. Geyer)*: To provide an additional Naval Academy in the Los Angeles harbor area. Would appropriate \$10,000,000 for purchasing of site and erection of buildings and providing apparatus. (Referred to Committee on Naval Affairs.)
- 16—*H. R. 1640 (Mr. Voorhis)*: To provide for the establishment of a Youth Reference Service in the Library of Congress for the purpose of providing bibliographical research and reference assistance to interested persons and organizations with respect to the needs, problems, interests, activities, and attitudes of young people in America. (Referred to Committee on the Library.)
- 17—*H. R. 1798 (Mr. Sutphin)*: To provide for a survey of the physical education resources existing within the United States now in use as outdoor recreative and competitive areas, gymnasia, stadia, swimming pools, parks, and so forth. (Referred to Committee on Education.)
- 18—*H. R. 1825 (Mr. Boland)*: Similar to H. R. 958 above listed. (Referred to Committee on Education.)
- 19—*H. R. 2100 (Mr. Tolson)*: To enable each State to extend its service of vocational rehabilitation to disabled persons through vocational training in a sheltered work project by the appropriation of \$3,100,000 annually to be made available to the States which have submitted and have had approved by the Commissioner of Education State plans for such services. The said sum shall be allotted to the States in the proportion to which their population bears to the total population of the United States. This measure would grant the sum of \$50,000 to the United States Office of Education for making studies and reports pursuant to its provisions and for paying the salaries of officers and necessary administrative expenses. (Referred to Committee on Education.)
- 20—*H. R. 2243 (Mr. Case)*: To increase the number of cadets at the United States Military Academy by providing an appointment for each congressional district on the basis of competitive examination for sons of persons on active duty or with honorable separation from the Military or Naval Service. (Referred to Committee on Military Affairs.)
- 21—*H. R. 2250 (Mr. Costello)*: To provide for an additional Military Academy in the southern district of the State of California and would appropriate \$10,000,000 for acquisition of site and erection of buildings and providing equipment. (Referred to Committee on Military Affairs.)
- 22—*H. R. 2278 (Mr. May)*: To amend the National Defense Act so as to increase the number of enlisted men of the Regular Army who may be detailed as students at educational institutions from $\frac{1}{2}$ of 1 percentum to 2 percentum. (Referred to Committee on Military Affairs. Reported back, Laid on Table—S. 164 passed in lieu.)
- 23—*H. R. 2324 (Mr. Williams)*: To authorize the Secretary of the Interior to erect and equip a building on the campus of the School of Mines and Metallurgy, at Rolla, Missouri, suitable for use by the Bureau of Mines for the mining experiment station at Rolla, at a cost not to exceed \$300,000. (Referred to Committee on Mines and Mining.)
- 24—*H. R. 2478 (Mr. Vinson of Georgia)*: To authorize postgraduate instruction for civilian employees of the Naval Establishment. (Referred to the Committee on Naval Affairs.)
- 25—*H. R. 2509 (Mr. Isaac)*: To increase the number of midshipmen allowed at the United States Naval Academy appointed at large. (Referred to Committee on Naval Affairs.)
- 26—*H. R. 2515 (Mr. Isaac)*: To increase the number of cadets at the United States Military Academy to six candidates for each Representative in Congress. (Referred to the Committee on Military Affairs.)
- 27—*H. R. 2608 (Mr. Tolson)*: To provide for an additional Naval Academy in the San Francisco Bay area and to appropriate \$10,000,000 for the purchase of a site, erection of buildings, and providing equipment therefor. (Referred to Committee on Naval Affairs.)
- 28—*H. R. 2692 (Mr. Green)*: To aid in measures for national defense by the development and testing of new devices and materials and to increase industrial employment and national prosperity by aiding and promoting research in the engineering experiment stations connected with colleges and schools of engineering; to be administered by the Secretary of the Interior. (Referred to the Committee on Interstate and Foreign Commerce.)
- 29—*H. R. 2794 (Mr. Shanley)*: To authorize the appointment to the United States Military Academy and the United States Naval Academy of sons of soldiers, sailors, and Marines who were killed or who have died of wounds received, or disease contracted in line of duty, during the World War. (Referred to the Committee on Military Affairs.)
- 30—*H. R. 2831 (Mr. Magnuson)*: To provide for an additional Naval Academy in the Puget Sound area in the State of Washington and to appropriate \$10,000,000 for the purchase of a site, erection of buildings, and equipment. (Referred to Committee on Naval Affairs.)
- 31—*H. R. 2854 (Mr. Vreeland)*: To incorporate the American International Academy in Washington, D. C., the object and purpose of which shall be to develop culture in the branches of science, arts, and letters, and for any and all purposes thereunto relating, to establish liberal educational benefits for the people, and especially, but not exclusively, in relation to international affairs, and to develop a better international understanding in the Americas through a medium of international memberships in a nonpolitical and entirely independent academic institution. (Referred to Committee on the Judiciary.)

- 32—*H. R. 3131 (Mr. Izac)*: To provide for a Naval Aeronautical Academy in the San Diego Bay area and to appropriate \$5,000,000 for the purchase of site, erection of buildings, and equipment. (Referred to Committee on Naval Affairs.)
- 33—*H. R. 3132 (Mr. Larrabee)*: To establish a Division of Aviation Education in the United States Office of Education to conduct research and studies with respect to means and methods of promoting and carrying on education in aviation, etc., under the general supervision of the Commissioner of Education who is authorized to select a committee of not to exceed 15 members for the purpose of obtaining advice with respect to programs of aviation education. Would appropriate \$45,000 annually to carry out the provisions of this measure. The Commissioner of Education shall perform the functions assigned him by this act under the direction and supervision of the Federal Security Administrator. (Referred to Committee on Education.)
- 34—*H. R. 3156 (Mr. Downes)*: To provide military training for members of Civilian Conservation Corps. (Referred to Committee on Labor.)
- 35—*H. R. 3157 (Mr. Downes)*: This bill would provide for the fingerprinting of every person residing in the United States within 60 days after its approval and it would also require the superintendent of schools of every primary or grade school in the United States, whether public, parochial, or private, to advise the Director of the Federal Bureau of Investigation, Washington, D. C., of the number of children attending such school and the Director shall make arrangement with each superintendent of schools to have the fingerprinting record of such school children made at the school building. (Referred to Committee on the Judiciary.)
- 36—*H. R. 3158 (Mr. White)*: To increase to 10 years the period for which leases may be made of public lands granted to the State of Idaho for educational purposes by act of July 3, 1890. (Referred to Committee on the Territories.)
- 37—*H. R. 3263 (Mr. Richards)*: Would require that enrollees in Civilian Conservation Corps be given instruction in military tactics and drill for 6 hours during each week. (Referred to Committee on Labor.)
- 38—*H. R. 3299 (Mr. Cole)* and *H. R. 3300 (Mr. Fish)*: To establish a Civilian Glider Pilot Training Division in the Civil Aeronautics Administration, to sponsor the formation of glider clubs in high schools, colleges, and universities by furnishing information with respect to the organization, financing, and operation of such clubs, etc., and to appropriate \$5,000,000 therefor. (Referred to Committee on Interstate and Foreign Commerce.)
- 39—*H. R. 3366 (Mr. Lea)*: To promote industry and commerce through research in physical sciences by authorizing the Secretary of Commerce, through the Bureau of Standards, and the universities and colleges and nonprofit agencies research in the fields of physics, chemistry, metallurgy, and engineering. Would appropriate \$1,000,000 for the fiscal year ending June 30, 1941, and for each year thereafter such sums as may be necessary. This bill provides that 50 percent of the sums appropriated shall be available for allotment by the Secretary of Commerce, subject, however, to certain limitations. (Referred to Committee on Interstate and Foreign Commerce.)
- 40—*H. R. 3386 (Mr. Randolph)*: This bill would authorize the Civil Aeronautics Administration to train civil glider pilots or to conduct programs for such training, including the formation and sponsoring of glider clubs throughout the nation as well as by studies and researches as to the most desirable qualifications for glider pilots. (Referred to Committee on Interstate and Foreign Commerce.) (See *H. R. 3299*, also pertaining to civil glider pilots.)
- 41—*H. R. 3460 (Mr. Robinson)*: To improve the general economic welfare of the country by establishing and coordinating business research; to provide aid and assistance in business by providing facilities for research into their problems; and to provide for the development of business research stations in the various States and territories; to cooperate in the Department of Commerce in research activities designed to improve the general economic welfare and to be of direct value to business enterprise. To appropriate \$3,100,000 annually for this purpose. (Referred to Committee on Interstate and Foreign Commerce.)
- 42—*H. R. 3463 (Mr. Voorhis of California)*: To promote the national health and welfare by providing in Federal health service through maintenance of adequate hospital facilities and for the prevention, education, and control of tuberculosis. (Referred to Committee on Interstate and Foreign Commerce.)
- 43—*H. R. 3570 (Mr. Lanham)*: To authorize an appropriation of \$150,000,000 for providing additional community facilities made necessary by national defense activities. While this bill does not specifically mention school facilities, it is designed to assist in providing such facilities in areas in which national defense industries have created a shortage of school facilities. (Referred to Committee on Public Buildings and Grounds. Superseded by *H. R. 4545*.)
- 44—*H. R. 3635 (Mr. Izac)*: To increase the number of midshipmen at the United States Naval Academy. This bill would provide that there shall be six midshipmen for each representative in Congress. (Referred to Committee on Naval Affairs.)
- 45—*H. R. 3957 (Mr. Cannon of Florida)*: To provide for the establishment of a Pan American Center at Miami, Florida, for the coordination of commercial and cultural relations between the American republics. This bill would authorize to be appropriated \$10,000,000 for the original establishment of said center, and not to exceed \$1,000,000 annually for its operation and maintenance. (Referred to Committee on Foreign Affairs.)
- 46—*H. R. 4103 (Mr. Hartley)*: To provide for a permanent postage rate of 1½ cents per pound on books. (Referred to Committee on the Post Office and Post Roads.)
- 47—*H. R. 4138 (Mr. Fulmer)*: To authorize additional appropriation to provide for the further development of cooperative agricultural extension work. (Referred to Committee on Agriculture.)
- 48—*H. R. 4162 (Mr. Hebert)*: To provide for the establishment of a Pan American center at New Orleans, La., for the commercial and cultural relations between the American republics and for other purposes. (Referred to Committee on Foreign Affairs.)
- 49—*H. R. 4190 (Mr. Kramer)*: To provide for the establishment of a Coast Guard Academy in southern California and to authorize an appropriation of not to exceed \$2,000,000 for the acquisition of a site and construction and equipment of buildings therefor. (Referred to Committee on the Merchant Marine and Fisheries.)
- 50—*H. R. 4349 (Mr. Randolph)*: To amend the act approved June 20, 1936, relating to the economic opportunities of the blind and to authorize the Commissioner of Education to establish and provide courses of training by which blind persons may be qualified as placement agents for the blind when such trainees are under contract of employment with an agency for the blind; to provide that all equipment required for the purpose of maintenance of vending stands on Federal property shall be installed and maintained by the Office of Education; and to appropriate \$300,000 annually to be used for making payments to the States which annually have submitted and had approved by the Commissioner of Education State plans for providing general employment service to all employable blind residents, provided that a similar amount of State money shall be expended for the same purpose; and for other purposes. (Referred to the Committee on Labor.)
- 51—*H. R. 4363 (Mr. Hunter, by request)*: To create a Department of Recreation for the District of Columbia, and to authorize the use of public school buildings and grounds therefor. (Referred to the Committee on the District of Columbia.)
- 52—*H. R. 4382 (Mr. Curtis)*: Same as *H. R. 4103* above listed. (Referred to Committee on the Post Office and Post Roads.)
- 53—*H. R. 4387 (Mr. Michael J. Kennedy)*: To authorize the appointment of midshipmen to the United States Naval Academy from the Irish Free State. (Referred to Committee on Naval Affairs.)
- 54—*H. R. 4388 (Mr. Michael J. Kennedy)*: To authorize the appointment of cadets to the United States Military Academy from the Irish Free State. (Referred to Committee on Military Affairs.)
- 55—*H. R. 4393 (Mr. Tolan)*: To amend the act establishing the Civilian Conservation Corps camps to provide that any project may be terminated and be supplanted by a vocational training program. (Referred to Committee on Labor.)
- 56—*H. R. 4418 (Mr. Faddis)*: To amend the Selective Training and Service Act by exempting all medical and dental students at recognized schools from training and service. (Referred to Committee on Military Affairs.)
- 57—*H. R. 4454 (Mr. Green)*: To aid in measures for national defense by the development and testing of new devices and materials and to aid in promoting research and training of research workers in the engineering experiment stations connected with colleges and schools of engineering. (Referred to the Committee on Interstate and Foreign Commerce.)
- 58—*H. R. 4492 (Mr. Coffey of Washington)*: To provide for the establishment of a Pan American Center at Tacoma, Wash., for the coordination of commercial and cultural relations between the American republics. (Referred to Committee on Foreign Affairs.)
- 59—*H. R. 4530 (Mr. Fulmer of California)*: To promote the national defense and preparedness through the further development of the 4-H Clubs and other extension work with rural youths. (Referred to Committee on Agriculture.)
- 60—*H. R. 5134 (Mr. Voorhis of California)*: To promote international understanding in the Americas by a mutual interchange of

students between the various sovereign nations. This bill would authorize an appropriation of \$1,000,000 annually for promoting an exchange of students between the United States and the other American nations, such amount to be administered by a board of trustees. (Referred to Committee on Education.)

61—H. R. 4545 (Mr. Lanham): To provide for the acquisition and equipment of public works made necessary for the defense program. This bill would appropriate \$1,500,000 for public works necessary for carrying on community life "devoted primarily to schools, water works, works for the treatment and purification of water, sewers, . . . public sanitary facilities, hospitals and other places for the care of the sick, recreational facilities, and streets and access roads." This bill would authorize Federal loans or grants or both to public and private agencies for public works and equipment therefor upon such terms and in such amounts as the Administrator of Public Works may consider to be in the public interest. Public Law No. 137.

62—H. R. 4614 (Mr. Randolph): To amend an act for the Retirement of Public School Teachers in the District of Columbia. Would permit teachers to retire at 62 years of age, and also to authorize certain teachers to retire after 25 years of service. (Referred to the Committee on the District of Columbia.)

63—H. R. 4688 (Mr. Marcantonio): To provide a Nation-wide system of social security and a guaranteed minimum family income, to establish a program of Federal public works and services. This bill, among other things, would authorize an annual appropriation of \$800,000,000 for construction of rural and urban school-houses, playgrounds, recreational centers, and other facilities of a similar nature; \$500,000,000 for training of youth and retraining of persons formerly engaged in trades and occupations in which opportunities for employment have been partly or entirely eliminated; and also \$500,000,000 for educational, cultural, art, and recreational service projects. (Referred to Committee on Ways and Means.)

64—H. R. 4695 (Mr. Thomas of Texas): To enable school districts in which real estate has been acquired by the United States for national defense purposes to maintain school facilities and other school essential services and to pay principal and interest on bonded indebtedness. (Referred to Committee on Public Buildings and Grounds.)

65—H. R. 4761 (Mr. Ellis): Same as S. 1313, by Mr. Thomas of Utah, for himself and Mr. Harrison. (Referred to Committee on Education.)

66—H. R. 4815 (Mr. Voorhis): To provide scholarships at the Canal Zone Junior College for students from Latin-American Republics. (Referred to Committee on the Merchant Marine and Fisheries.)

67—H. R. 4863 (Mr. Curtis): To make available to Members of the House of Representatives additional copies of the daily edition of the *Congressional Record* for distribution to public libraries and also to all public and private high schools (one copy for each 200 students or fraction thereof). (Referred to Committee on Printing.) *

68—H. R. 4874 (Mr. O'Brien of Michigan): To provide for construction needed to strengthen national defense and to promote the economic security by the establishment

of a permanent planned works program under the direction of the "General Employment Administration" to be established in the Federal Works Agency. This measure would provide useful work and opportunity for the utilization and preservation of health, skill, and morale of the workers (such work to include building of schools, homes, hospitals, roads, soil conservation projects, professional and service projects, etc.). (Referred to Committee on Labor.)

69—H. R. 4882 (Mr. Healey): To extend the Social Security Act to provide, among other things, for coverage of public employees by voluntary compacts between States or political subdivisions and the Social Security Board. Members of existing teacher retirement systems are exempt from the provisions of this bill. [This bill is the successor to S. 4269 of the 76th Congress by Senator Wagner.] (Referred to Committee on Ways and Means.)

70—H. R. 4889 (Mr. Kunkel): To authorize and direct the Secretary of War to pay to local school authorities reasonable charges for tuition in elementary schools furnished to the children of noncommissioned officers and enlisted men in the Army "who are residents of areas subject to the exclusive jurisdiction of the United States at which adequate elementary school facilities are not provided by the United States." (Referred to Committee on Military Affairs.)

71—H. R. 4926: Making appropriations for the Department of Labor, the Federal Security Agency and related agencies, Office of Education, etc. In addition to the regular amounts for education, this bill includes an appropriation of \$116,122,000 to the Office of Education to carry on education and training of national defense workers, said amount to be allocated in the following amounts:

\$52,400,000 for cost of vocational courses of less than college grade, plans to be approved by the Commissioner of Education.

\$20,000,000 for acquisition of equipment for carrying on defense training as courses above mentioned.

\$17,500,000 for cost of short courses of college grade designed to meet the shortage of engineers, chemists, etc.

\$15,000,000 for the cost of vocational courses of less than college grade for out-of-school youth who have reached the age of 17.

\$10,000,000 for the cost of vocational courses for young people employed on work projects of the National Youth Administration.

\$1,222,000 for the general administrative expenses necessary to carry on the educational program of defense workers.

(Referred to Committee on Appropriations; enacted into Law, July 1, 1941, Public No. 146.)

72—H. R. 4928 (Mr. Fulmer): To aid the national welfare by promoting the nutrition, physical fitness, and morale of rural people through the further development of cooperative agricultural extension work; and would authorize an appropriation of \$10,000,000 annually therefor. (Referred to the Committee on Agriculture.)

73—H. R. 4958 (Mr. Lynch): To authorize an appropriation of \$10,000,000 to be expended by the United States Commissioner of Education for the purpose of providing "freshening up" courses in recognized vocational and trade schools for mechanics engaged in trades that are necessary for the national defense (available only for students who have had 5 years of experience at his trade). (Referred to Committee on Education.)

74—H. R. 4960 (Mr. Larrabee): To provide for the transfer of surplus personal property of the United States to certain schools conducting vocational or defense training courses. (Referred to Committee on Education.)



After Defense—What?

Emphasizing the necessity for immediate national attention to post-emergency planning, the National Resources Planning Board, in a pamphlet, *After Defense—What?*, expresses the view that "energetic and intelligent teamwork will make it possible for us to move from defense to peace while maintaining full employment" by increasing the national income, developing higher standards of living, and by planning "to make up-building America the keynote of the post-defense program."

Copies of this pamphlet may be had free of charge by writing to the National Resources Planning Board, Washington, D. C.

Still Available

The Superintendent of Documents, U. S. Government Printing Office, reports that there are still some copies available of the following publications:

BULLETIN 1937, NO. 32, LET FREEDOM RING, which is a series of 13 radio scripts, and BULLETIN 1937, NO. 33, LET FREEDOM RING, a manual for use with the radio scripts.

Copies of these publications may be obtained directly from the Superintendent of Documents. The price for No. 32 is 60 cents, and for No. 33, 20 cents.

New Government Aids

(Concluded from page 18)

● The Department of Agriculture in Farmers' Bulletin No. 1835, *Growing Buckwheat*, summarizes the latest information on the growing and the uses of buckwheat, one of the best grains crops for poor land. 5 cents.

● *Youth in Agricultural Villages*, the twenty-first in the series of Research Monographs prepared by the Works Progress Administration, analyzes in detail the mobility of village youth, their personal characteristics, school attendance and educational attainment, employment, their financial status, and social and recreational activities. Free.

War and Health

by James Frederick Rogers, M. D., Consultant
in Health Education

★★★ Wars have always been detrimental to national health but at the same time, they have been a stimulus to physical improvement. The health of a people should be of concern at all times but nations have taken a new interest in this matter in times of conflict.

Among the Greeks, whom we like to emulate, war was a constant menace, and with them physical care and training were correspondingly continuous. Following the outbreaks of more recent times there has been periodic agitation for physical education. After the Napoleonic wars elaborate systems of gymnastics were developed by the patriots of Germany, Sweden, and other continental countries. Because of the number of recruits rejected in the Boer War, England appointed a parliamentary committee to investigate the merits of the various systems of physical training then in vogue for school children.

In our own country the first law requiring physical education was passed immediately following the War between the States, in a State far removed from the scene of strife—California. With the World War physical fitness was again to the fore and there was much agitation for efforts to reduce, in succeeding years, the proportion of men unsuited for military service. Laws requiring physical education, which often included much more than the promotion of physical activities, were placed on their statutes by three-fourths of our States, and there was legislation in a larger number which permitted or required the medical examination of school children.

More fundamental for the production of physical perfection are good nutrition, protection against bacterial invasion, and the practice of personal hygiene and in recent years, these phases of physical welfare have been promoted to a considerable degree.

Present national stress stimulates to

renewed efforts for national (which means individual) fitness. This requires adequate teacher training for health education; the better management of school feeding; the development of medical and nursing services which, while broadly effective in a few States, are exceedingly spotty in others; provision for physical activity, and finally, competent supervision in all of these fields. We believe that educators will rise to the occasion and correct their shortcomings especially in high schools in which there is too often a glaring neglect of provision for health examinations and for health instruction.

Whether for war or for peace, physical and mental health should be our "first objective" not merely in theory but in fact.

Health Education

"At all stages of education the traditional 'three R's' must be rounded out with an 'H.' which stands for *Health*. And health education is more than the establishment of so-called health habits, like love for the tooth brush, fear and hatred for gin and whiskey. Education is more than habit formation, more than cerebral canalization to the centers for love and hate. Education means understanding. Health education means understanding the living body, the living machinery of man, the known causes of disease or ill-health, and the known ways of keeping fit. This is the contribution of the medical sciences to primary and general education in our democracy, as yet only partially either sensed or achieved. The imparting of the traditional three R's to youth is by the nature of the case largely a matter of dogma and drill. But dogma and drill are largely futile in health education. Health education cannot be achieved by the memory route, as can the alphabet, the multiplication table or the church catechism. Health edu-

cation involves the A B C's of science and the scientific method, both on the part of the teacher and the pupil, that is, controlled experimentation, rechecked observation, repeatedly verified cause and effect relations. It is the development of the skill in finding 'facts,' the use of reason based on facts rather than an exercise of faith based on unverified dogma."

The above paragraph is quoted from A. J. Carlson, in an article entitled "The Fundamental Sciences in Medical Progress," published in the *Scientific Monthly*, 50: 59-64, 1, 40.



Paper Shortage

According to the Office of Government Reports, OPM Production Division told paper manufacturers, at a meeting to discuss methods to forestall a paper shortage, that defense requirements for paper boxes, alpha cellulose, for powder making, and other products of the paper and pulp industry will increase consumption of the industry's products by 2,000,000 tons this year and an additional 2,000,000 tons next year, but there is no prospect of a shortage of newsprint. The industry's consumption of chlorine, a bleaching agent in paper processing, must be cut approximately 30 percent, OPM said.



Labor Laws for Women

The Women's Bureau of the Department of Labor, at the suggestion of the Vocational Division of the U. S. Office of Education, is compiling and issuing a series of mimeographed circulars on labor laws for women in each of the States. Summaries for Illinois and Massachusetts are now available. Copies for classroom use can be obtained free of charge from the Women's Bureau, Washington, D. C.

The series will include all important Federal and State labor laws for women: Provisions as to hours, wages, unemployment compensation, old-age and survivors' insurance, employers' liability, and rights and duties of employees.



THE VOCATIONAL SUMMARY

by C. M. ARTHUR, Research Specialist, Vocational Division



Defense Training Occupations Listed

The Advisory Commission to the Council of National Defense approved in July 1940 a list of industries in which training for national defense might be conducted and financed from Federal funds appropriated for defense training.

Experience with this list has indicated that occupations rather than industries are the appropriate units needed in planning and administering defense training.

With this in mind the U. S. Office of Education has issued a bulletin, *List of Occupations* which, as its title implies, contains a list of occupations approved by the Office of Production Management for vocational training courses for defense workers.

Part I of the bulletin contains an alphabetical arrangement of occupations with definitions; and part II a list of occupations arranged alphabetically by selected defense industries.

This publication may be secured from the U. S. Office of Education, Washington, D. C.

Louisiana Trains Water Workers

Municipal water supply operators, civic officials, and public health workers in Louisiana had an opportunity to brush up on their knowledge, or to acquire the latest information on water supply and purification at a series of nine conferences arranged by the division of trade and industrial education, State department of education, last year.

At these conferences, such subjects as methods of measurement, water supply calculation, characteristics of ground water and surface supplies, corrosion, hard water, chemistry of water treatment processes, laboratory tests and controls, sanitation and bacteriology, water treatment and pumping plant equipment, reservoirs, distribution systems, cross connections and back siphonage were discussed.

The conferences, which were held in 13 centers, each of which drew men from 10 different cities or towns, were conducted by A. A. Hirsch, specialist in water purification. As a result of the conferences, Mr. Hirsch has been called upon to visit different cities in the State to assist municipal water divisions in working out water purification problems.

Managing Editor for A. V. A.

Donald M. Cresswell, formerly publication information editor for the Pennsylvania Department of Public Instruction, has been appointed managing editor of publications for the American Vocational Association, whose offices are at 1010 Vermont Avenue, Washington, D. C. He will assist in the editing of the *A. V. A. Journal*, official publication

of the American Vocational Association, and other publications of the association, and will direct its publicity activities.

New Departments Planned

Indicative of recent activity in remodeling old buildings or constructing new buildings for home economics departments is the fact that the State supervisor of home economics education in Florida last year drew floor plans for 31 departments, showing arrangement of equipment and a recommended list of new or additional equipment.

Many of these departments have been remodeled from the traditional laboratory type. A few of them are new departments of one, two, or three rooms in the main school building. Some are cottage type departments, either a new cottage or an old home taken over by the school.

The supervisor plans the construction or remodeling of such departments with the director and architect or the director of the school building division of the State department of education. Some of the plans are drawn to scale by the school architect and blueprints are made and sent to the county superintendent of schools, school principals, and others concerned in the plans.

Student Instructor Plan Clicks

Results of the assistant instructor experiment tried out last year in connection with textile training classes in Georgia were satisfactory enough to warrant the continuance of the experiment this year.

These instructors, it should be explained, were selected from the most competent of the men enrolled for training in the classes and were used in classes considered too large for one instructor but not quite large enough to justify the employment of a second full-time instructor. The assistant instructor acts as an assistant to the regular instructor and is paid one-half the compensation allowed full-time instructors. The purpose of using assistant instructors is to provide help for the regular instructors and to train good prospects to the point where they will be able to assume full charge of a class.

Several of those employed last year in the evening textile classes qualified as regular instructors for the current year, and two of them were appointed to fill vacancies on the regular staff.

F. F. A. Convention Set

The fourteenth annual convention of the Future Farmers of America and the annual contests for vocational agriculture will be held at Kansas City, Mo., October 18-25, 1941.

F. F. A. convention activities will include, among other things, convention business, elec-

tion of officers for ensuing year, special radio broadcasts, band concerts, a parade, exhibits of agricultural products, an F. F. A. chapter scrapbook exhibit, banquets, awards to star farmers, F. F. A. chapter awards, State F. F. A. association awards, the national F. F. A. public-speaking contest, and various special day and evening programs.

Complete information concerning the convention activities, and the judging contests for students of vocational agriculture, both of which events are held in connection with the American Royal Livestock Show, is presented in Miscellaneous Circular No. 18, General Announcement National Convention of F. F. A. and National Contests for Students of Agriculture, U. S. Office of Education, Washington, D. C.

Present officers of the Future Farmers of America, which is the national organization of boys studying vocational agriculture in rural high schools, and which is sponsored by the Office of Education, are: President, Harold Pritchard, Bonneville, Miss.; first vice president, Roy H. Hunt, Vine Grove, Ky.; second vice president, Frank Hill, Montgomery, Va.; third vice president, Henrie LaMont Miller, East Manti, Utah; fourth vice president, James Harley Gunter, Jr., Conway, Tex.; student secretary, Earl Elmer Walter, Starkweather, N. Dak.; executive secretary, W. A. Ross, U. S. Office of Education, Washington, D. C.; national adviser, W. A. Spanton, U. S. Office of Education, Washington, D. C.; and treasurer, Henry C. Groseclose, Virginia Polytechnic Institute, Blacksburg, Va.

They Agree

Advisory committees in 18 cities in Ohio in which distributive education training programs were started last year were agreed that foundation courses for employees of small stores should include salesmanship, retail selling, psychology, or technique of selling. Largest enrollments were recorded in these three subjects. Next most popular subject for retail-store-employee courses was business speech or effective speech. Other courses in order of their popularity included textiles, fabric identification, merchandise subjects, and service.

Cooperating in the Ohio distributive education programs were State associations of restaurant owners, grocers, druggists, credit organizations, and dry cleaners, who appointed advisory committees and authorized them to suggest or to make outlines for courses of study and to assist in organizing classes.

Information concerning subjects to be included in courses was obtained through questionnaires sent to members of trade associations. Advisory committees met with the State supervisor of distributive education to assist

him in planning and putting the training into operation. Teacher-training classes for distributive education instructors, suggested by business executives and approved by local boards of education, were held in central cities in Ohio.

Fifty-two different businesses and occupations were represented in the distributive education classes started in the State during the year. Classes for homogeneous groups were conducted only in the larger cities.

Of Interest to Many Groups

Instructors of bricklaying apprentices will find comprehensive information concerning the uses of brick in practically every phase of building construction and suggestions for teaching the trade, in Vocational Division Bulletin No. 208, *Bricklaying*, published by the U. S. Office of Education.

The bulletin will be of value, also, to employers in the field of masonry construction, vocational teachers, engineers, and architects, and to manufacturers of and dealers in masonry materials. It discusses the organizing and planning of apprentice training; presents a classified analysis of the bricklaying trade; contains detailed information on courses of instruction and training in bricklaying; and outlines suggestions for instructors.

The appendices of the bulletin are devoted to special types of information. Included in this category are tables on quantities of materials necessary for clay products masonry construction; forms of apprenticeship agreements; forms of bricklayer apprentice applications; excerpts from specifications issued by United States Government construction departments applying to the use of structural clay products; a bibliography of publications and articles on bricklaying; and a list of associations and organizations concerned with bricklaying.

The Office of Education publication is replete with illustrations showing different types of brick construction for buildings of various kinds, doorways, chimneys, fireplaces, and for many other purposes.

Farm Machine Conscious

The shortage of competent farm labor is making farmers in many communities more farm machine conscious than they have been before.

Farmers who attend evening classes at the Minotola, N. J. High School, organized and carried on by Vocational Agriculture Instructor John W. Goodman, are doing more than think about this matter. They are actively discussing the possibility of cooperative ownership of machinery appropriate for use on fruit and vegetable farms. It was brought out in the discussion that the capital outlay necessary for such machinery as transplanters and sprayers, and the comparatively limited use to which they may be put on small farms, place them beyond the reach of most individual farmers. But it was brought out, in addition, that cooperative ownership

of farm machinery has been successfully carried out in a few cases and that this same cooperation could be effected in New Jersey if the time should come "when conditions on a number of farms in a community made it a real necessity, and it could be done now if small farm operators really set out to cut the ever-expanding overhead."

New Jersey farmers are pondering and discussing production and marketing methods, just as are farmers in other areas. But they are also trying to find answers to such questions as farm labor and farm management. And what better medium could be devised for discussion and consideration of such problems than the evening school for farmers?

Two Terms Required

There is more than meets the eye in the statement of the State board of control for vocational education in Michigan that "two terms of student teaching are required" in the home economics teacher-training course in the State.

"The successful teacher of homemaking," the Michigan board states, "needs to understand her students and the home conditions under which they live. Teacher education, therefore, has been broadened to provide a wide variety of experiences for every trainee. As an example of this 'wide variety of experiences' provided for prospective teachers the State Board of Control for Vocational Education cites the experiences of Rita Kasper whose goings and comings as a student teacher at Williamston are described pictorially and otherwise in a recent issue of *Michigan Vocational Outlook*, official organ of the board.

Here is a rapid-fire outline of Miss Kasper's goings and comings, as enumerated by the Michigan publication:

When first discovered by the photographer, who followed her in a round of several days' activities, she was conducting a marketing or shopping trip for her pupils. Later she assisted a "family" group in preparing a luncheon in a small kitchen, leaving this group to instruct a tenth-grade homemaking class in applying original designs to dinette furniture. Subsequently, the photographer snapped her assisting the sixth-grade teacher in conducting a class in nutrition, visiting a high-school science class to get pointers on correlating science and homemaking instruction, working with three other student teachers in formulating plans for providing pupil experiences, and in planning the budget of the home economics department at Williamston High School, assisting in compiling anecdotal pupil records designed to give the teacher a better understanding of pupil needs and interests, and assisting in planning and preparing school lunches.

Nor were Miss Kasper's experiences confined to those to be acquired in the classroom alone. She visited the homes of students to evaluate their home projects and assist them in these projects; supervised the setting up of an educational exhibit for the vocational

fair; helped a committee of out-of-school youth in homemaking and agriculture to plan a series of meetings; "listened in" while the community council made plans for improvement of community life; helped with the rehearsal for an educational radio program, and acted as a consultant for a boys' class which was holding an "all-high" etiquette clinic in connection with their own class in homemaking.

Yes, teacher education in home economics in Michigan does provide for "a wide variety of experiences."

A Store Procedure Manual

Store workers in Kentucky enrolled in distributive education classes in the public schools may secure and record all the information they should have about the particular stores in which they are employed through the use of a record book formulated by the State division of vocational education.

Space is provided in this book for the recording of such information as the name of the store, the owner or manager's name, the names of persons employed in the worker's store department, store hours, method of handling out-of-town and parcel-post deliveries, delivery in the store, rules and procedures covering signing in, checking, lunch hours, dress regulations, disposal of wraps and purses, store-conduct rules, telephone regulations, absence and tardiness rules, regulations governing purchases by employees from store, and store rules on procedures to be followed in connection with lost and found articles, accidents, detecting a shop-lifter, and cashing checks by employers.

In addition, space is provided in the record book for a floor plan of the store or a particular department in which the worker is employed; recording sales tickets for different types of transactions; recording credit, refund and tally slips, cash register reports, special order forms, out-of-stock forms and want lists; and for listing duties performed by workers in a store. In connection with the latter item, the examples are cited of a boy who worked in a grocery store in Kentucky who developed a list of 108 jobs, and of a girl working in a 5- and 10-cent store, who developed a list of 87 duties. The store worker will find in this book also, space for recording the advertising and publicity used by his store, as well as the literature—articles or books—he has read in regard to his job.

"The purpose of the book," the directions for using it explain, "is to assist the store worker in organizing and classifying information about the store in which he is employed."

"Very few stores in Kentucky," the record-book directions bring out, "have a store manual; yet one of the difficulties found by store workers is living up to the procedures in the stores in which they are employed." When completed, therefore, the record book will serve the worker as a manual and a valuable reference.



In Public Schools

by W. S. Deffenbaugh

Curriculum Bulletin

"A new type of curriculum bulletin," according to the *California Journal of Elementary Education*, "has recently been published by the Los Angeles city schools. *The Improvement of Reading in Secondary Schools*, School Publication No. 358, presents in 53 pages the basic guidance essential for the improvement of instruction not only in the secondary school but in the middle and upper grades of the elementary school as well. The bulletin summarizes the causes of reading deficiency; the factor of mental health, articulation between various school levels, special classes, and methods of instruction."

Forest Conservation

"Forest conservation," according to *Tennessee Teacher*, "has taken on a new meaning to the boys and girls of 159 schools in Cocke, Sevier, and Granger Counties of Tennessee. More than 1,900 students submitted papers in a forest conservation essay contest recently conducted by the Tennessee Division of Forestry and the T. V. A. Department of Forestry Relations on the subject, 'Our Forests and What They Mean to Us.'"

Twelve-Grade Plan

There was recently held in Temple, Tex., a conference for action on the 12-grade plan which has been under discussion in Texas for several years, and about which there have been expressed many varying opinions since 1934. After presentation of the matter from several angles more than 90 percent of the men attending the meeting voted for the State-wide adoption of the 12-grade plan and asked that the State department of education take active leadership in putting such a plan into operation as soon as possible.

The State superintendent of public instruction of Texas has officially announced that the recognized pattern for the public schools of that State is an elementary school of eight grades, followed by a standard 4-year high school, and that this pattern may be changed to a 6-grade elementary school, a 3-year

junior high school, and a 3-year senior high school for those who desire the junior high school unit.

County Vocational School

"The first county vocational school to be established in Pennsylvania," according to *Pennsylvania Public Instruction*, "opened in Clarks Green, Lackawanna County, last March, offering national defense vocational courses to approximately 50 trainees."

The school is under the supervision of Thomas Francis, superintendent of Lackawanna County schools, and the county board of school directors. It was started after an important opinion on the constitutionality of the county vocational school organization had been handed down by the judge of the court of common pleas of Lackawanna County, according to the report.

New York City Report

The annual report of the schools of New York City, *All The Children*, interprets the work of the schools by means of textual materials, statistics, and pictures. Among the topics discussed are: Reading, writing, and arithmetic; the early teens; handicapped children; teaching now and 20 years ago; vocational high schools; and emergency training for national defense.

The report also shows the progress that has been made by the school system during the past two decades in the accomplishment of the following: Adjustment of the schools to the needs of the individual child; reduction in the number of oversize classes; reduction of retardation, slow progress and over-ageness; reduction of truancy; special provision for bright children and special services for slow learners; expansion of the educational plant to accommodate the increased register and the shifting population; the reduction of short-time in the elementary and junior high schools; and the extension of educational services for physically and mentally handicapped children.

Relations Between Americas

The Fifth Clinic of the Board of Education of Winfield, Kans., will be held October 3 and 4. "This year," writes Supt. Evan E. Evans, "we shall plan to emphasize the relations between the Americas as one of the features of the clinic. Dr. Walter E. Myer who has

headlined our clinic each year is making a tour of all the Central and South American countries this summer and will present his findings at the clinic. We shall have a big attendance of several hundred administrators, supervisors, and teachers from Kansas and Oklahoma. All communities of any size will be represented. We have had exhibits of books, magazines and teaching materials in the past but this year we want to feature in our exhibit the Pan-American and other Inter-American materials."

First Workshop

Rhode Island had its first educational workshop June 26 to August 2 at the Henry Barnard Training School, Rhode Island College of Education. One hundred and ten teachers, principals, supervisors, and superintendents represented every city and town in the State in a cooperative effort to solve classroom and laboratory problems as they actually exist. A directing committee consisting of the State director of education, superintendents of schools from Cranston, Newport, and Bristol, the director of curriculum studies and one elementary school principal from Providence, Dr. Paul Mort of Columbia University, and the director of the workshop were in charge.

Home and School Visitors

"The Pittsburgh (Pa.) Board of Public Education has cooperated," according to the *Pittsburgh Teachers Bulletin*, "with the School of Applied Social Science of the University of Pittsburgh in establishing a training program for home and school visitors. The students receive their field experience in the schools of Pittsburgh."



In Colleges

by Walton C. John

Medicine and Dentistry Combine

Fifteen hand-picked freshmen will begin an experimental 5-year combination medicine and dentistry course at Harvard next fall, according to Dr. John W. Cooke, chairman of the Harvard Dental School's curriculum committee.

The candidates will be required to meet the entrance standards of the medical school and at the conclusion of the course will be awarded degrees of D. D. M. and M. D.

"It is not the intention of the course that the student shall be trained merely to extract a tooth or perform an appendectomy with equal ability," Dr. Cooke said. Instead, he likened it to the 7-year Harvard Law School course which started under Dean James Landis last fall. "At present," Cooke said, "the dental student takes 2 years premedical training and then his academic training departs into a specialized field, leaving the important medical phases of his career incomplete."

Women's Marketing Course

A new retail marketing curriculum preparing women for executive positions in department ready-to-wear, home furnishings, and furniture stores goes into effect at Ohio State University this fall.

Although conceived as a permanent part of the Ohio State curriculum in recognition of woman's increasing importance in the business world, the new program is expected to have an immediate benefit in national defense. It will prepare women for positions being vacated by men going into defense industries and into the armed services.

This new curriculum, for women only, differs from Ohio State's basic marketing curriculum in the addition of courses in home economics and fine arts and in the requirement for practical experience before graduation.

Women students will take three courses in home economics, in textiles, clothing, and home furnishings. In fine arts they will take courses dealing with the application of the principles of art to clothing and home furnishings.

Before graduation each student must have "one quarter" of work in an approved Ohio store. Store operators have given assurance of their readiness to give this employment—as well as additional work in the afternoons and on Saturdays while students are enrolled at the university.

Prof. Harold H. Maynard, chairman of the department of business organization, is administering the new program.

The McDonald Observatory

McDonald Observatory of the University of Texas, jointly operated by the universities of Chicago and Texas, has enlarged its family to include Indiana University.

The union, whereby Indiana University astronomers join in the use of facili-

ties of the million-dollar observatory, marks another major step in university cooperation in astronomical science originally suggested by President Robert M. Hutchins of Chicago. It is probably the first such official tri-university action.

Under the terms of the new agreement Indiana astronomers will use the facilities of the McDonald Observatory for 15 nights each year. Indiana will be given full right to the photographic plates of their observations and also the rights of discussion and publication of the results of their investigations.

McDonald Observatory today is regarded in astronomical circles as the world's most perfect and second largest plant for probing the secrets of space. Perched high on Mount Locke in the Davis Mountains of West Texas, the observatory is situated where climatic conditions are favorable for observations more than 300 nights a year.

1941-42 Enrollments Estimated

Raymond Walters, president of the University of Cincinnati, presented the results of a questionnaire survey regarding estimated enrollment during the next academic year before a special conference of college and university presidents and representatives of national defense agencies of Government, held this summer in Washington under the auspices of the American Council on Education. Four hundred sixty-nine approved colleges and universities responded, and 419 offered data on estimated numbers of new freshmen. More than one-half the institutions expected a smaller total enrollment, with estimates of the decrease varying widely. Less than one-third expected fewer freshmen. The summary of Dr. Walters' data is as follows:

Estimates of Full-Time Students

Types of institutions		Fewer	Same	More
36 Universities, public.....	27	8	1	
38 Universities, private.....	27	11	0	
309 Colleges of arts and sciences.....	122	141	46	
37 Technological institutions.....	14	15	8	
49 Teachers colleges.....	46	3	0	
469 Total.....	236	178	55	

Geographical distribution

	Fewer	Same	More
New England.....	15	16	3
Middle Atlantic.....	30	35	11
East North Central.....	58	26	7
West North Central.....	36	29	6
South Atlantic.....	21	34	18
East South Central.....	23	16	4
West South Central.....	15	9	3
Mountain.....	18	1	2
Pacific.....	20	12	1
Total.....	236	178	55

The Antioch Conference

A conference on progressive action and post-war reconstruction was held at Antioch College in the summer, under joint auspices of the college and the Antioch Review.

It was generally agreed that the democracies must and can win the war and that after the war there can be no return to the old order; some new world organization, both political and economic, will have to be evolved; this organization cannot be bureaucratic but must be democratic, representing peoples rather than governments; America will have to assume the obligations of leadership in this post-war reconstruction.



In Libraries

by Ralph M. Dunbar

Experimental

The South Chicago branch of the Chicago Public Library has been designated as an "experimental" library. As stated in *Illinois Libraries*, "the Chicago library system has long felt the need for a 'laboratory' in which to test newer methods of service and in which to seek more economical methods for library routines. . . . The testing occurs under practical rather than artificial conditions, for the branch has a continuing responsibility to maintain library service for a community of 100,000 persons."

Among the experiments now being undertaken are such ones as codifying on the reader's cards much additional information about borrowers so that groups using the library may be determined readily, book selection facilitated, and more effective reader's advisory service rendered. New arrangements of books on the shelves are being tried with a view to making it easier for readers to select suitable books. Visual materials, charts, diagrams, sound motion pictures, radio and music programs are being used to stimulate reading. Library routines are being observed in order to avoid unnecessary clerical work and to speed up that which cannot be eliminated.

First Children's Branch

The New York Public Library has just opened the Nathan Straus Library, its first branch to be devoted exclusively to children and young people. According to Margaret Scoggin, li-

brarian of this new branch. "We expect to develop collections of books on arts and crafts, hobbies and sports and vocations of all kinds. We also want to test the selection of magazines because we know too little about the appeal of magazines for young people." Since the books will reflect the actual interests of boys and girls, it is expected that the collection will be useful as a model one for teachers, counselors, parents, and others interested in the problem of reading for children and young people.

Allocation of Funds

The following State plan for allocation of library funds has been issued by the Tennessee State Department of Education for the year 1941-42: "The sum of \$450 will be held for distribution on the matching basis to each county until January 15, 1942. The balance unclaimed on January 15, 1942, will be used to purchase books for the State traveling library collection.

Individual schools: The State will match on a 50-50 basis funds raised by individual schools for their permanent libraries in amounts of not less than \$10 and not more than \$40, as specified by law.

County circulating libraries: The full county quota, or any portion of it, may be used to purchase books to be distributed through a central agency, such as the office of the county superintendent of schools or a public library.

Cities and special districts may participate in State aid upon the same basis as county schools.

Source of local matching funds: Money for matching State aid may be raised by private subscription or funds may be obtained through an appropriation of the county court."

Library Letter

The Newark Public Library of New Jersey plans to publish during the coming year the *Library Letter*, a monthly reading guide for teachers. Each issue will list books, pamphlets, periodicals, and other teaching references of special interest to teachers in the elementary, junior high, and senior high school.

The first issue will be devoted to reference books, indexes to children's books and special library material for elementary school teachers. Later issues will cover material on curriculum construction, contemporary authors for high school seniors, conservation for junior high schools, and books for retarded readers in the elementary schools. Copies of this monthly publication are free to residents of Newark upon request; and to others at a nominal price.

Survey Results From Defense

Under the direction of Eugene D. Hart, the industry and science department of the Enoch Pratt Free Library has just completed a survey of the library service required in the Baltimore area as a result of the defense program. With employment increased about 125,000 in 1941 over the corresponding quarter in 1940, heavier demands than ever are being made upon the library system. The study showed that of the total number of patrons, 43 percent were employed in defense industries. So great has been the call for technical books that the Enoch Pratt Free Library has been unable to meet the needs of the men and women who are seeking to make themselves more competent workers in the national defense program.

Packet Libraries

According to Crystal Bailey, extension librarian, the Pennsylvania State College Extension Service has planned a new service for the people of Pennsylvania. Packet libraries are to be assembled on subjects of current interest to labor groups, club women, business and other organizations. These packets will contain pamphlets, bulletins, books, current magazine articles and clippings on the vital problems of the day. They will be lent through the local public library to any Pennsylvania organization upon request. In addition, art exhibits, consisting of good reproductions of well-known pictures and critical discussions will be lent to interested groups.

In Other Government Agencies



by Margaret F. Ryan

Immigration and Naturalization Service

New appointees to the Immigration Border Patrol are required to serve a probationary period of 1 year, partly in school and partly in the field. The appointee spends from 1 to 3 months at the Border Patrol Training School at El Paso, Tex., where he receives instruction in immigration and citizenship laws, service procedure and border patrol methods, elementary criminal law and court procedure, investigations, preparation of reports, Spanish or French, use of firearms, fingerprinting, radio telegraphy, sign cutting, jiu jitsu and physical culture, first-aid, and prac-

tical mechanics. In addition the appointee attends lectures given by leaders of the Border Patrol and of other law-enforcement agencies. Following the training school course the appointee is assigned to a subdistrict in the field where he completes his probationary period.

The appointee's field work includes training at ports of entry, actual investigations with seasoned investigators, training in the identification bureau, repair shop, radio communications division, target range, and other activities related to the duties of a patrolman.

National Youth Administration

More than 500,000 part-time needy students between the ages of 16 and 24, inclusive, will be employed on the NYA student work program during the 1941-42 academic year as a result of the allocation of \$21,088,125 among the 48 States, New York City, the District of Columbia, Alaska, Hawaii, Puerto Rico, and the Virgin Islands, for operation of the program. Secondary school students will earn between \$3 and \$6 a month; college undergraduates, between \$10 and \$20 a month; and graduate students, between \$10 and \$30 a month.

School and college authorities will select the students to receive NYA jobs on the basis of need and demonstrated scholastic ability. Officials of the participating educational institutions will supervise the work of the students.

Office of Indian Affairs

A Division of Inter-American Cooperation has been created in the Office of Indian Affairs through which collaboration will be maintained with administrators of public services to Indians and with Indian scholars in other American republics and with the Inter-American Indian Institute.

This division will establish contact with officials of other countries concerned with the administration of Indian affairs, will publish monographs in Spanish dealing with aspects of Indian administration in the United States, and will work with learned societies and scholars in the development and coordination of studies which will contribute to a better understanding of the problem of Indians throughout the Western Hemisphere.

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